1976-1977
Bulletin of

Wellesley
College

Catalogue Issue
October 1976

# 1976-1977 Bulletin of Wellesley College Catalogue Issue October 1976

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Catalogue Issue

The College reserves the right in its discretion to make from time to time changes affecting policies, fees, curricula, or other matters announced in this Bulletin.

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Credits:
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September 1976 30M

# Academic Calendar 1976-1977

**First Semester**

| | |
|---|---|
| New students arrive | Sunday September 5 |
| Returning students arrive | Tuesday September 7 |
| Convocation | Wednesday September 8 |
| Classes begin | Thursday September 9 |
| Fall recess begins | Friday October 8 |
| Fall recess ends | Monday October 11 |
| Thanksgiving recess begins | Wednesday November 24 |
| Thanksgiving recess ends | Sunday November 28 |
| Classes end | Monday December 13 |
| Reading period begins | Tuesday December 14 |
| Reading period ends | Friday December 17 |
| Examinations begin | Saturday December 18 |
| Examinations end | Thursday December 23 |
| Christmas vacation begins | Thursday December 23 |
| Christmas vacation ends | Saturday January 8 |
| Winter break begins | Sunday January 9 |
| Winter break ends | Sunday January 30 |

**Second Semester**

| | |
|---|---|
| Classes begin | Monday January 31 |
| Spring vacation begins | Friday March 25 |
| Spring vacation ends | Sunday April 3 |
| Classes end | Friday May 6 |
| Reading period begins | Saturday May 7 |
| Reading period ends | Wednesday May 11 |
| Examinations begin | Thursday May 12 |
| Examinations end | Wednesday May 18 |
| Commencement | Friday May 27 |

## Correspondence

**President**
General interests of the College

**Dean of the College**
Academic policies and programs

**Class Deans**
Individual students
Study abroad; students from abroad

**Director of Admission**
Admission of students

**Financial Aid Officer**
Financial aid; student employment; fellowships

**Student Services**
Residence; health services; counseling

**Bursar**
College fees

**Registrar**
Transcripts of records

**Director of Continuing Education**
Continuing education

**Dean of Academic Programs**
MIT cross-registration
Exchange programs

**Director of Career Services**
Employment of graduating seniors and alumnae

**Vice President for Business Affairs**
Business matters

**Vice President for College Relations**
Internal and external publics

**Vice President for Resources**
Gifts and bequests

**Executive Director, Alumnae Association**
Alumnae interests

**Address**
Wellesley College
Wellesley, Massachusetts 02181
(617) 235-0320

## Visitors

Wellesley welcomes visitors to the College. The administrative offices in Green Hall are open Monday through Friday, 8:30 a.m. to 4:30 p.m., and by appointment on Saturday mornings during term time. Special arrangements for greeting prospective students can also be made during vacation periods. Rooms for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by writing to the club manager.

A prospective student who wishes to arrange an interview with a member of the professional staff of the Board of Admission should make an appointment well in advance.

Student guides provide tours for visitors without previous appointment. Visitors to the College may call the Board of Admission prior to their visit to arrange a mutually convenient time for the tour.

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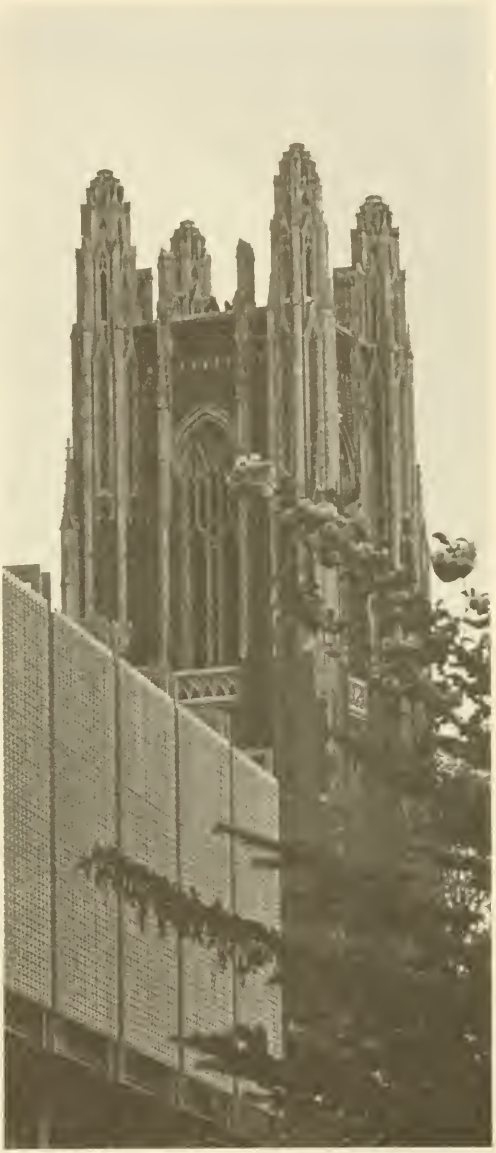


## Presidents

Ada Howard
1875-1881

Alice Freeman Palmer
1881-1887

Helen Shafer
1887-1894

Julia Irvine
1894-1899

Caroline Hazard
1899-1910

Ellen Fitz Pendleton
1911-1936

Mildred McAfee Horton
1936-1949

Margaret Clapp
1949-1966

Ruth M. Adams
1966-1972

Barbara W. Newell
1972-

# The College

A student's years at Wellesley College are the beginning—not the end—of an education. It is an education characterized by sensitivity and knowledge, and by the mastery of intellectual skills and the growth of a discerning mind. Above all, its aim is the wisdom to use knowledge to enhance one's own life and to participate more effectively in the larger community.

Wellesley offers this education in an environment which takes women seriously as individuals, as scholars, and as leaders.

Although education at Wellesley was 100 years old in 1975, it continues to reflect the goals of its founder, Henry Fowle Durant. He was an impassioned believer in equality for women, who saw education as the way women could prepare themselves for "great conflicts" and "vast reforms in social life." Wellesley College reaffirmed these early visions in 1971 when, after seriously considering coeducation, it elected to remain a college for women only.

Throughout the years, Wellesley has encouraged women to make unconventional choices, and it continues to encourage students to seek for themselves a range of options. As a result, many Wellesley women choose to major in such areas as economics, mathematics, and the sciences and subsequently enter careers in business, law, and medicine —all fields which have been long dominated by men.

This conscious effort to provide women with a full range of career and life choices is an integral part of Wellesley's rigorous and demanding academic experience.

High academic standards at Wellesley are combined with considerable flexibility of choice for the individual student. There are opportunities for independent study, individually designed majors, and research.

A primary concern in the Wellesley classroom is the development of analytical skills and clarity of expression; to this end, most instructors emphasize writing papers and reports. Classes are small, with the average size ranging from 22 to 25 students. Popular introductory courses which enroll more than 100 students include small discussion or conference sections. Upper level classes and seminars bring together 12 to 15 students and an instructor to pursue a common problem. The student-faculty ratio of 10 to 1 offers an excellent opportunity for students to undertake individual work with faculty on honors projects and research.

Wellesley's faculty—of whom 58 percent are women—bring to the College diverse academic and professional interests. They are scholars as well as poets, novelists, artists, musicians, scientists, political and economic analysts. A number live on or near the campus, and they take part in many aspects of College life.

Intellectual development at Wellesley is buttressed by outstanding resources and facilities. The Margaret Clapp Library has an extensive general collection containing original source material from special collections. In addition to the facilities of the main library, many departments have their own libraries. In the sciences, facilities include laboratories, greenhouses, an observatory, and special equipment such as controlled environment chambers, an electron microscope, and a laser beam spectrophotometer. Wellesley's physics laboratory was the second such laboratory in the country (the first was at the Massachusetts Institute of Technology). A new Science Center, completed in 1976, will bring together all of the science departments, including mathematics and computer science, in a contemporary setting where interdisciplinary studies can be fostered.

Students in the arts find excellent facilities in the Jewett Arts Center which has a teaching museum, libraries, practice rooms, studios, and an auditorium. Each year the Museum has several exhibitions of students' work, and Jewett is also used for students' concerts and recitals.

The Wellesley curriculum is extended through opportunities for cross-registration with the Massachusetts Institute of Technology, exchange programs, and study abroad.

MIT men and women come to Wellesley for such courses as psychology, economics, and art history. Wellesley women travel to MIT for such classes as urban planning, political science, and photography. Buses shuttle hourly along the 12 mile route between the two campuses.

The Twelve College Exchange Program each year brings men and women from other New England colleges to Wellesley for a semester or a year, and enables Wellesley students to live and study on another campus. An experimental exchange between Wellesley and Spelman College, a distinguished Black liberal arts college for women in Atlanta, Georgia, was inaugurated in 1974-75.

Wellesley also offers opportunities for study abroad through the Slater, Waddell, and Stecher scholarship programs. The Slater program underwrites the cost of attending European institutions for a summer or academic year, and it brings Slater Fellows from abroad to the Wellesley campus. The Waddell program provides funds for study in Caribbean countries or in Africa. The Stecher program enables students to study art in Europe either during the academic year or in the summer. Wellesley does not have its own junior year abroad program, but it does help students make arrangements for such study by direct enrollment in foreign universities or through application to such programs administered by other colleges.

One advantage of women's colleges is the opportunity for women to assume leadership in college organizations and activities. These options frequently are closed to women in coeducational institutions where extracurricular activities are dominated by male students.

Wellesley students serve, often as voting members, on almost all major committees of the Board of Trustees, including the Investment Committee; of the Academic Council, including the Board of Admission and the Committee on Curriculum and Instruction; and of *ad hoc* committees, including the Commission on Community Life. In academic departments, they are voting members of curriculum and faculty search committees, and they also serve on committees which set policy for residential life and which govern Schneider College Center, the focus for much student and community activity on campus.

In 1918 students and faculty concluded a historic Agreement creating the College Government which allows for student control over most nonacademic aspects of their lives and for faculty supervision of academic matters. College Government officers are elected each spring by the students, and the president of College Government heads the student Senate which consists of students, faculty, and administrators but in which only student members have voting privileges.

Students are members of the Commission on Community Life, which has representatives from all College groups and reports to the president. The commission is concerned with relations and communications among the many segments of the campus community, and has also developed an affirmative action program which will insure diversity among employees.

Students also have numerous outlets for self-expression through involvement in such activities as theatre and musical groups, student publications, and sports.

Each week brings lectures, poetry readings, films, exhibitions, and performances in dance, theatre, and music. Visiting artists and lecturers frequently offer master classes for interested students; receptions and informal dinners provide further occasions for students to talk with distinguished men and women.

While Wellesley encourages the participation of its students in events and activities designed to heighten their awareness of the world around them, a student's inner development and her search for personal and spiritual values is also an important process. Over the past few years, there has been an increasing interest in ethical and religious issues and activities. The Office of the Chaplain sponsors special seminars and programs in which students can explore these issues as well as share with one another the celebration of religious holidays. The chaplaincy provides a religious program embracing many faiths, but also offers denominational programs for those who wish to participate.

The development of social responsibility and social responsiveness is an integral part of Wellesley's heritage that continues to this day. Students are encouraged to participate in the communities of Boston as well as in the Wellesley College community. Their activities range from tutoring with the MIT-Wellesley Upward Bound Program to internships in urban legal studies.

As an individual learns and grows, so, too, does a community. It explores and seeks alternatives, makes mistakes and begins anew. The past five years at Wellesley have witnessed marked changes in the curriculum and academic policies as well as in policies governing students' lives on campus. This change—and it is a continuing process—comes about through the efforts of individuals who influence and shape the College environment. The College, in turn, influences the lives of each member of its community.

In its desire to create the best possible education for women, Wellesley continues to seek solutions to problems faced by both men and women in a changing society. It is looking, too, at its own community, and is trying to make it a better place in which to work and to study and to grow. It is exploring new patterns of work, new ways for campus groups to communicate more effectively with one another, and new styles of residential life.

Each student who comes to Wellesley College joins a continuing community, for the support and involvement of the alumnae add an important dimension to the College's life.

One reason for Wellesley's leadership among colleges and universities in this country is the success of its many alumnae who have pioneered in all areas of life. Some have been outstanding scholars and researchers; others have been leaders in science, politics and women's rights; still others have made important contributions to their communities through volunteer work.

Whatever one's life choice and goal, a Wellesley education provides women with intellectual and personal growth which continues long after the college years.

# Admission

## Criteria for Admission

The Board of Admission at Wellesley is composed of representatives of the faculty, the administration, and the students. In selecting the candidates who will comprise the student body, the Board of Admission considers a number of factors: high school records, rank in class, scholastic aptitude and achievement test scores, letters of recommendation from teachers and principals, the student's own statements about herself and her activities, and the interview reports of the staff or alumnae. The Board of Admission values evidence of unusual talent and involvement in all areas of academic and social concern.

Each application is evaluated with care. The admission decision is never made on the basis of a single factor. For instance, the Board recognizes that tests do not measure motivation or creativity and that scores may be influenced by the student's experience with timed examinations.

The Board of Admission chooses students who will benefit from and contribute to the type of education offered at Wellesley and be able to meet the standards for graduation from the College. Consideration is given to creativity and high motivation as well as strong academic potential.

The Board of Admission considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, or national origin. In accordance with its desire to maintain diversity in its student body, Wellesley College encourages applications from qualified students who come from a wide variety of cultural, economic, and ethnic backgrounds.

### General Requirements for Freshman Applicants

Wellesley College does not require a fixed plan of secondary school courses as preparation for its program of studies. Entering students normally have completed four years of strong college preparatory studies in secondary school. Adequate preparation includes training in clear and coherent writing and in interpreting literature, training in the principles of mathematics (usually a minimum of three years), competence in at least one foreign language, ancient or modern (usually achieved through three or four years of study), and experience in at least one laboratory science and in history.

Students planning to concentrate in mathematics, in premedical studies, or in the natural sciences are urged to elect additional courses in mathematics and science in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek before they enter college.

There are always exceptions to the preparation suggested here, and the Board will consider an applicant whose educational background varies from this general description.

### The Application

Application forms may be obtained from the Board of Admission. A nonrefundable fee of $20 must accompany the formal application. If the application fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the College with the application for admission.

### The Interview

A personal interview is required of each applicant. If it is not possible for a candidate to come to the College for an interview, she should write to the Board of Admission for the name of a local alumna interviewer. The Board of Admission is closed for interviews from February 15 to March 15; however, tours will still be given by student guides at this time.

### Campus Visit

Students who are seriously considering Wellesley will have a fuller understanding of student life at Wellesley if they can arrange to spend a day on campus. Candidates are welcome to attend classes, eat in the residence halls, and talk informally with Wellesley students. Prospective students who plan to spend some time exploring the College are urged to notify the Board of Admission in advance so that tours, interviews, meals, and attendance at classes can be arranged before arrival on campus.

### College Entrance Examination Board Tests

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board (CEEB) are required of all applicants for admission. One Achievement Test must be the English Composition Test.

Each applicant is responsible for arranging to take the tests and for requesting CEEB to send to Wellesley College the results of all tests taken. CEEB sends its publications and the registration forms necessary to apply for the tests to all American secondary schools and many centers abroad. The applicant may obtain the registration form at school, or may obtain it by writing directly to CEEB, Box 592, Princeton, New Jersey 08540; or in western United States, western Canada, Australia, Mexico, or the Pacific Islands, to CEEB, Box 1025, Berkeley, California 94701.

It is necessary to register with CEEB approximately six weeks before the test dates; however, limited walk-in registration may be available at some test centers.

Either the SAT or three Achievement Tests may be taken on any of the following dates, but it is not possible to take both the SAT and the Achievement Tests on the same day, so students must select and register for two different test dates. The latest test date from which scores can be used for admission in September 1977 is January 22, 1977.

The CEEB Code Number for Wellesley College is 3957.

### Dates of CEEB Tests

April 3, 1976
June 5, 1976
November 6, 1976
December 4, 1976
January 22, 1977
March 26, 1977
May 7, 1977
June 4, 1977

In addition, on October 16, 1976 the SAT only is offered in California and Texas.

### Admission Plans

1
**April Decision**
A candidate who uses the regular plan of admission must file an application by January 15 of the year for which she is applying. Applicants will be notified of the Board of Admission's decisions in April. Applicants for regular admission may take Scholastic Aptitude Tests and Achievement Tests any time through January of the senior year. Results of tests taken after January arrive too late for consideration by the Board of Admission.

**Early Evaluation**
Candidates whose credentials are complete by January 1, and who request it, will receive an Early Evaluation of their chances of admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in April.

2
**Early Decision**
This plan is intended for those students with strong high school records who have selected Wellesley as their first choice college by the fall of the senior year. To provide greater flexibility for these students, Wellesley's Early Decision Program will become a first choice plan rather than a single choice plan beginning with the class entering in September 1977. Candidates under this plan may initiate applications at other colleges, but they agree to make only one Early Decision application, and if admitted under Early Decision, they must then withdraw all other applications.

Candidates who wish Early Decision must apply by November 1 and indicate that they want to be considered under the Early Decision Plan. The appropriate CEEB tests should have been taken by the end of the junior year. All supporting credentials and an interview must be completed by November 15. Decisions on admission and financial aid will be mailed no later than December 15.

3
**Early Admission**
The College considers applications from candidates who plan to complete only three years of high school and who have demonstrated academic strength and personal and social maturity. These candidates are considered for admission along with other applicants for the April Decision Plan. They are requested to identify themselves as Early Admission applicants in their correspondence with the Board of Admission. It is preferable that these candidates have their interviews at the College if distance permits. In all other respects they follow the regular procedures for the April Decision Plan.

**Deferred Entrance**
An admitted applicant who has notified the Board of Admission by May 1 of her intention to attend Wellesley may defer entrance to the freshman class for one year if she makes this request in writing to the Director of Admission by May 15.

### United States Citizens Living Abroad

For U.S. citizens living in other countries the entrance requirements and procedures for making application are the same as for applicants within the United States.

### Foreign Students

The College welcomes applications from citizens of other countries who have excellent secondary school records and have completed the university entrance requirements of their own countries. It is possible to receive advance credit toward the Wellesley degree through successful results in national matriculation examinations. Foreign students must apply by January 15 of the year in which the student plans to enter the College. Admission is for September entrance only. There is no application fee for foreign students. Specific instructions for foreign students wishing to apply to Wellesley are contained in the brochure, *Information for Foreign Students*, which may be obtained by writing to the Board of Admission. Letters of inquiry should include the student's age, country of citizenship, present school, and academic level.

The Slater One-Year Fellowship Program is open to qualified foreign students currently enrolled in foreign universities who wish to increase their understanding of life in the United States while preparing for a degree in their home universities. Preference is given to students from western Europe. Slater Fellows receive the full cost of tuition, room and board from the College. Application forms may be obtained by writing to the Office of Foreign Study.

### Admission of Transfer Students

Wellesley College accepts transfer students from accredited four and two year colleges. They must offer excellent academic records at both the high school and college levels and strong recommendations from their deans and instructors. Incoming sophomores and juniors are eligible to apply for entrance in either the first or second semester; transfers in the middle of the freshman year are discouraged. Students wishing to transfer into Wellesley should make application before February 1 for entrance in the fall semester, and before November 15 for entrance in the spring semester, on forms which may be obtained from the Board of Admission. Notification is in early April and late December, respectively. The preliminary application forms should be returned with a nonrefundable registration fee of $20, or a fee waiver request authorized by a financial aid officer or college dean; the rest of the application forms will be sent upon receipt of these items.

The College will evaluate the transcripts of transfer applicants who have been offered admission, and will accept for credit only those courses which are comparable to courses offered in the liberal arts curriculum at Wellesley. Transfer credit for studies completed in foreign countries will be granted only when the College registrar has given specific approval of the courses elected and the institutions granting the credit.

To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work and two academic years at the College. A Wellesley unit is equivalent to four semester hours and some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Wellesley College has no summer school and courses done independently during the summer may not be counted toward the 16 units required. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note Wellesley's course distribution requirements which must be fulfilled for graduation. These requirements are described on p. 36 of this catalogue.

Incoming junior transfer students may not take part in the Twelve College Exchange Program or Junior Year Abroad. All transfer students may elect to take courses through the cross-registration program with MIT after they have completed one semester of study at Wellesley. Candidates who have interrupted their education for more than five years and/or who are older than 25 years of age may wish to consult the Office of Continuing Education.

# Financial Information

## Fees and Expenses

At Wellesley the fee represents approximately one-half of the educational cost to the College for each student. In past years the difference has been made up from gifts and income earned on endowment funds.

### Annual Fee

The fee for the academic year 1976-77 is $5500. In addition, there is a student activity fee of $60 and a Mass. State Meals Tax of 8%. The breakdown is as follows:

| | *Resident* | *Nonresident* |
|---|---|---|
| Tuition | $3600 | $3600 |
| Room | 800 | |
| Board | 1100 | |
| Student activity fee | 60 | 60 |
| Mass. State Meals Tax | 88 | |
| | $5648 | $3660 |

The College offers three plans of payment described on pp. 20-21.

### Student Activity Fee

The purpose of the student activity fee of $60 is to provide resources from which the student government organization can plan and implement the programs of student activities sponsored by various clubs and organizations on campus.

### Reservation Fee

A fee of $200 reserves a place in the College for the student. It is due February 1 for Early Decision students and May 1 for all other entering students, and annually on July 1 for returning students. It is included in the annual fee of $5500.

### General Deposit

A general deposit of $50 is paid by each entering student. The deposit is refunded after graduation or withdrawal and after deducting any unpaid special charges.

### Room Retainer Fee

Returning resident students must submit $100 to the bursar by March 8 to reserve a room for the following year. This $100 fee is applied against room and board charges for the following year.

### Special Fees and Expenses

These include, but are not limited to, the following:

Certain special fees and expenses listed in departmental descriptions, e.g., the cost of instrumental and vocal lessons given on p. 107.

A fee for each unit of work taken for credit in excess of five in any semester: $450.

A fee for each unit of work done independently during the summer: $50.

A fee for each examination for credit: $50.

An automobile parking fee per semester: $40.

Fees for breakage of laboratory equipment and any other damage incurred by a student.

A fee for room key in residence hall, if not returned: $5.

### Plans of Payment

It is necessary that *all* fees be paid in accordance with the specified plans before the student can begin or continue attendance, and all financial obligations to the College must be discharged before the degree is awarded.

Detailed descriptions of plans are sent by the bursar to the parents of entering students and to others upon request. Although there are minor variations in the payment plans for April Decision and Early Decision students, the final due dates for each group are the same. The eight-payment plan is available *only* for a complete academic year.

### Payment for Students on Financial Aid

Except for the reservation fee, grants and loans are usually applied equally by semester against all tuition, and room and board payments for the year. The remaining financial obligation must be paid in accordance with one of the approved plans. Students on financial aid who have difficulty meeting the scheduled payments outlined above should consult the financial aid officer.

### Medical Insurance

Information concerning student medical insurance is sent to all parents by the bursar. Because of the high cost of medical care, parents are required to subscribe to the Wellesley College Student Insurance Plan (Blue Cross-Blue Shield), or to provide equivalent coverage, especially since among the accidents or injuries for which Wellesley College does *not* assume financial responsibility are those incurred in instructional, intercollegiate, intramural, or recreational programs under the auspices of the Department of Physical Education. Full-time continuing education students are also required to have coverage if they plan to use the College Health Services. Continuing Education students carrying less than three courses are not eligible for Infirmary care.

### Refund Policy

Effective August 1, 1976, refunds of prepaid tuition, reservation, and other fees, and room and board charges will be allowed for withdrawal prior to the mid-point of the semester. In computing refunds, such prepayment will be prorated on a weekly basis, except that $100 will be withheld to cover administrative costs in any case. No refunds will be made for withdrawal after the semester mid-point. The date of withdrawal shall be the date on which the student notifies the registrar of withdrawal in writing, or the date on which the College determines that the student has withdrawn, whichever is earlier. Admissions candidates must notify the Director of Admission of withdrawal. Refunds will be made within 40 days after withdrawal and will be prorated among the sources of original prepayment. Wellesley College scholarships are not subject to refund to the student.

### General Expenses

It is estimated that $600 for the year will cover a student's general expenses including books and supplies, incidental fees, clothing, recreation and entertainment, laundry and dry cleaning, and local transportation, excluding trips to and from home for the year. For the foreign student coming from abroad this figure is estimated at $800.

### Continuing Education Fees

The basic fee for a continuing education student is $450 per semester course, payable by August 15 for the fall semester and by January 15 for the spring semester. Continuing education applicants pay the same $20 fee as all other students. There is also a registration fee of $25, payable when the student is accepted.

In case of withdrawal, see section *Refund Policy* above.

| Standard Semester Plan* | Resident Amount | Nonresident Amount | Early Decision Due | April Decision Due | Returning Students Due |
|---|---|---|---|---|---|
| Reservation fee | $ 200 | $ 200 | Feb. 1 | May 1 | July 1 |
| General deposit for entering students | 50 | 50 | Feb. 1 | May 1 | |
| Room retainer fee for returning students | 100 | | | | March 8 |
| First semester fee for entering students | 2624 | 1630 | Aug. 15 | Aug. 15 | |
| First semester fee for returning students | 2524 | 1630 | | | Aug. 15 |
| Second semester fee | 2824 | 1830 | Jan. 15 | Jan. 15 | Jan. 15 |

*The College will accept payments made through any bank or trust company or recognized financing agency which will forward payments in accordance with the Standard Plan.

| Annual Payment Plan | Resident Amount | Nonresident Amount | Early Decision Due | April Decision Due | Returning Students Due |
|---|---|---|---|---|---|
| Reservation fee | $ 200 | $ 200 | Feb. 1 | May 1 | July 1 |
| General deposit for entering students | 50 | 50 | Feb. 1 | May 1 | |
| Room retainer fee for returning students | 100 | | | | March 8 |
| Balance for entering students | 5448 | 3460 | Aug. 15 | Aug. 15 | |
| Balance for returning students | 5348 | 3460 | | | Aug. 15 |

| Eight-Payment Plan* | Resident Amount | Nonresident Amount | Early Decision Due | April Decision Due | Returning Students Due |
|---|---|---|---|---|---|
| Reservation fee | $ 200 | $ 200 | Feb. 1 | May 1 | July 1 |
| General deposit for entering students | 50 | 50 | Feb. 1 | May 1 | |
| Room retainer fee for returning students | 100 | | | | March 1 |
| Eight equal payments on the first day of each month for entering students | 5468 | 3480 | July 1 through Feb. 1 | July 1 through Feb. 1 | |
| Eight equal payments on the first day of each month for returning students | 5368 | 3480 | | | July 1 through Feb. 1 |

*This plan includes a $20 service charge.

The Wellesley College program of financial aid for students is intended to open educational opportunity to able students of diverse backgrounds regardless of their financial circumstances. No student should be discouraged from applying to Wellesley because of the need for financial aid. At Wellesley, admission decisions are made without regard for financial need, and only after a student is admitted does the Committee on Financial Aid consider applications for aid. 42 percent of Wellesley students receive financial aid; 37 percent receive aid directly from Wellesley.

The Wellesley College Students' Aid Society, which sponsors loans, also offers personal assistance through loans of books and other items, gifts of clothing, and loans of small amounts of money for incidental expenses and special emergencies.

Financial aid is given only to students who require assistance in order to attend. Awards vary in size according to individual need and may equal or exceed the comprehensive College fee. Although awards are generally granted for one year at a time, the College expects to continue aid as needed throughout the four years for all financial aid students who continue to have need. Most awards consist of a package of work, loan, and grant.

In addition to College funds, federal monies are available for grants, loans, and work-study programs.

The need for financial help sometimes exceeds the amount of resources Wellesley has available in any given year. Therefore, students should, whenever possible, seek grants and/or loans through local, state, or federal programs, from educational foundations, and other private sources.

Wellesley College offers ten Town Scholarships to residents of the Town of Wellesley who qualify for admission and whose parents or guardian live in Wellesley. If these students live at home the scholarship is in the form of a full tuition grant. If these students choose to live on campus the amount of financial aid is based on financial need and is determined by the same need criteria which apply to all other financial aid applicants.

The College expects students to contribute as much as possible to their own expenses through summer and term-time earnings. Academic-year campus jobs ordinarily involve five hours of work per week and enable students to earn approximately $350 a year.

Further information on financial aid at Wellesley is contained in the publication *Information for the Prospective Student* which may be obtained by writing to the Financial Aid Officer, Wellesley College, Wellesley, Massachusetts 02181.

### Application for Financial Aid

Each registered applicant for admission who is applying for financial aid must file three forms: the Wellesley College Application for Financial Aid, the Parents' Confidential Statement of the College Scholarship Service, and a certified copy of the latest federal income tax return.

#### Application

The Wellesley College Application for Financial Aid should be returned to the financial aid officer, Wellesley College, by October 15 from Early Decision applicants and by February 1 from all other applicants.

#### Parents' Confidential Statement

This form is available in the secondary schools, or may be obtained by writing to the College Scholarship Service, Box 176, Princeton, New Jersey 08540; Box 881, Evanston, Illinois 60204; or Box 1025, Berkeley, California 94701. A copy can also be provided by the financial aid officer if specifically requested by an applicant. The Parents' Confidential Statement should be filed with the College Scholarship Service which will then forward a copy for confidential use to the college or colleges indicated on the form.

The Parents' Confidential Statement must be filed with the Wellesley College financial aid officer by October 15 from Early Decision applicants; February 1 from April Decision applicants; February 15 from fall semester transfer applicants; and November 30 from spring semester transfer applicants.

#### Federal Income Tax Return

If a student is admitted and enrolls at Wellesley College, parents are required to submit a certified copy of their latest federal income tax return by July 1. The certified copy is forwarded directly to the College by the District IRS Office at the request of the parent. Financial aid awards are not final until the IRS form is submitted.

### Financial Aid for Transfers

Financial aid funds are available to assist a limited number of transfer students. If a transfer student continues to show need, she will be eligible to receive aid for the number of semesters which the registrar determines will be necessary for degree completion.

## Graduate Fellowships

A number of fellowships for graduate study are open to graduating seniors, and alumnae of Wellesley College, while others administered by Wellesley are open to women graduates of any American institution. Awards are usually made to applicants who plan full-time graduate study for the coming year.

Information and application forms may be obtained from the Secretary to the Committee on Graduate Fellowships, Office of Financial Aid, Wellesley College, Wellesley, Massachusetts 02181.

Applications and supporting credentials for fellowships are due by January 2, except where noted.

### For Graduates and Undergraduates of Wellesley College

Fellowships open to Wellesley College alumnae, graduating seniors, and undergraduates are listed below.

*Anne Louise Barrett Fellowship*, preferably in music and primarily for study or research in musical theory, composition, or in the history of music; abroad or in the United States.
Stipend: $3000

*Professor Elizabeth F. Fisher Fellowship* for research or further study in geology or geography, including urban, environmental or ecological studies. Preference given to geology and geography.
Stipend: $1000

*Horton-Hallowell Fellowship* for graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree, or its equivalent, or for private research of equivalent standard.
Stipend: $4000

*Edna V. Moffett Fellowship* for a young alumna, preferably for a first year of graduate study in history.
Stipend: $2500

*Vida Dutton Scudder Fellowship* for graduate study in the field of social science, political science, or literature.
Stipend: $3000

*Sarah Perry Wood Medical Fellowship* for the study of medicine.
Stipend: $4000

*Trustee Scholarships* are awarded on a competitive basis to seniors who intend to pursue graduate studies. These scholarships are unrestricted as to field of study. The title Trustee Scholar is honorary and in cases of financial need stipends may be awarded to the scholars or, if not needed by them, to alternates who need financial assistance. All applications and credentials are due by January 15. Recipients share the total annual stipend.
Stipend: $6000

*Fanny Bullock Workman Scholarship* for graduate study in any field.
Stipend: $3000

*Mary Elvira Stevens Traveling Fellowship* for travel or study outside the United States. Any scholarly, artistic, or cultural purpose may be considered. Candidates must be at least 25 years of age on September 1 of the year in which the fellowship is first held. Applications must be filed with the Secretary to the Stevens Fellowship Committee, Office of Financial Aid, before December 15.
Stipend: $8000

*Peggy Howard Grants in Economics* for study by women who intend to become professional economists. Available to both especially qualified Wellesley College undergraduates or alumnae for post-graduate study or for special projects in economics. Funds vary in amount; applications and awards are made through the Department of Economics.

### For Graduates of Other Institutions and Wellesley College

Some graduate fellowships for study at the institution of the candidate's choice are administered by Wellesley College and are open to alumnae of any American institution, including Wellesley.

*Alice Freeman Palmer Fellowship* for study or research abroad or in the United States. The holder must be no more than 26 years of age at the time of her appointment, and unmarried throughout the whole of her tenure. Non-Wellesley candidates should file through their institutions. Wellesley will accept no more than five applications from another institution.
Stipend: $4000

*M. A. Cartland Shackford Medical Scholarship* for the study of medicine with a view to general practice, not psychiatry.
Stipend: $3500

*Harriet A. Shaw Scholarship* for study or research in music and allied arts, abroad or in the United States. The candidate must be no more than 26 years of age at the time of her appointment. Preference given to music candidates; undergraduate work in history of art required of other candidates.
Stipend: $3000

### Confidentiality of Student Records

Maintenance of the confidentiality of individual student educational records has been and continues to be important at Wellesley, as is a concern for the accuracy of each record. Under the provisions of the federal Family Educational Rights and Privacy Act of 1974, every Wellesley student is assured the right to inspect and review all college records, files, and data directly related to her, with certain exceptions such as medical and psychiatric records, confidential recommendations submitted before January 1, 1975, records to which the student has waived her right of access, and financial records of the student's parents. The student may also seek a correction or deletion where a record is felt to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The Privacy Act also protects the privacy of personally identifiable information maintained in student records by prohibiting the release of such information (other than those facts defined below as "Directory Information") without the written consent of the student, except to persons such as officials or teachers within the College who have a legitimate educational interest in seeing the information, officials of other institutions in which the student seeks to enroll, the student's parents if the student is a dependent for tax purposes, and certain other persons and organizations.

The parents of Wellesley students have not automatically been sent copies of warning letters and grade reports of students in academic difficulty in recent years because of conflicting interpretations of the Privacy Act. The final regulations for the Act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to the parents without the student's prior consent. Therefore the College intends once again to notify both the student and her parents in writing of academic warnings, probationary status and dismissal. It will be assumed that every student is a dependent of her parents, as defined by the Internal Revenue Code, unless notification to the contrary with supporting evidence satisfactory to the College is filed in writing with the registrar by October 1 of each academic year. In communications with parents concerning other matters, it is normally College policy to respect the privacy of the student and not to disclose information from student education records without the prior consent of the student.

Copies of the Privacy Act, the regulations thereunder and the "Wellesley College Guidelines on Student Records" are available on request from the Office of the Dean of Academic Programs. Students wishing to inspect a record should apply directly to the office involved. Questions should be directed to the Dean of Academic Programs. Complaints concerning alleged noncompliance by the College with the Privacy Act which are not satisfactorily resolved by the College itself may be addressed in writing to the Family Educational Rights and Privacy Act Office, Department of Health, Education and Welfare, 330 Independence Avenue, S.W., Washington, D.C. 20201.

### Directory Information

The Privacy Act gives to Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable information: name; class year; home address and telephone number; college address and telephone number; major field; date and place of birth; dates of attendance at Wellesley College; degrees, honors and awards received; weight and height of student athletes; participation in officially recognized sports and activities; previous educational institution most recently attended.

The Privacy Act also allows individual students to place limitations on the release of any of the above information. A student who wishes to do this must file a special form with the registrar, Green Hall, each year by July 1 for the following academic year.

In practice, College policies discourage the indiscriminate release of any information about individual students. College directories and lists are for use within the College community itself.

### Nondiscriminatory Policy

Wellesley College is a private, undergraduate educational institution for women. In compliance with the regulations of Title IX of the Education Amendments of 1972, the College does not discriminate on the basis of sex in the educational programs or activities which it operates for its students or in its employment policies.

Wellesley College admits the students of any race to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate on the basis of race in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other college-administered programs.

# Student Life

Intellectual growth is only part of the journey toward the full realization of one's talents and abilities. Wellesley College offers many opportunities for a student to develop self-confidence, sensitivity, and leadership abilities through participation in student organizations and college governance.

Many student groups reflect ethnic as well as social, political, and religious interests. Some of these organizations are Mezcla, an association of Chicana, American Indian, and Puerto Rican students; Ethos, an organization of Black students; the Wellesley Women's Committee, a group of students, faculty, and staff interested in feminist issues; the Married Students Union, a new group which is seeking programs serving their special needs; and the Nonresident Council. A number of religious groups such as the Newman Club, the Wellesley Christian Fellowship, and the Wellesley Jewish Students offer many programs throughout the year. Other groups such as Archaeologists Anonymous and Club Français plan activities around academic interests.

Students are also responsible for a number of publications, among them *Wellesley News*, the weekly student newspaper; *Legenda*, the College yearbook; *We*, a literary publication; and *Muse*, a newsletter of the Wellesley Women's Committee. WZLY-AM and FM, the campus radio station, is operated by an all-student staff.

Sports are a significant part of life at Wellesley. Some students compete on crew and tennis teams as well as in field hockey, basketball, squash, sailing, swimming, and water polo. Other students pursue physical education just for fun, or to stay in shape. Interests range from yoga and fencing to dance and scuba diving. The recreation building, which has a heated swimming pool, also has facilities for badminton, volleyball, squash, gymnastics, exercise, and dance. Lake Waban, on the campus, is used for water sports and ice skating.

The arts have always been a highly visible part of the Wellesley experience, and many musical and theatrical groups have been formed. The College Choir, the Madrigals, the Tupelos, the Collegium Musicum, the Chamber Music Society, the Chapel Choir, the Ethos Choir, the Carillonneurs Guild, and the MIT Orchestra all offer experiences for students with interests in music. Those inclined toward the theatre can choose among the Wellesley College Theatre, the Experimental Theatre, the Shakespeare Society, and the Wellesley College Black Repertory Total Theatrical Experience. In addition to the productions of these groups, the Departments of Greek and Latin offer plays in the original text.

Life at Wellesley also includes a number of traditional social events. Winter Weekend, Sophomore Parents Weekend, and Spring Weekend are supplemented by frequent informal parties. A weekly celebration, TSIF (Thank Schneider It's Friday), has a growing number of enthusiasts among faculty members and employees as well as students who come to Schneider College Center late Friday afternoons for beer, wine, ragtime piano, talent shows, and other informal entertainment.

Schneider Center, which also has a coffee house and conference rooms, is the location for much community activity. Supplementing the facilities and resources of Schneider are Slater International Center, which is the frequent setting for international events and celebrations, and Harambee House, the social and cultural center of the Black community at Wellesley. Throughout the year, Harambee sponsors such events as lectures and dance performances, many in conjunction with the Black studies department. Beit Shalom/La Casa is the center for the Wellesley Jewish students and Mezcla students.

On weekends, many students move back and forth between the campus and activities in Cambridge and Boston. The student Senate provides buses on weekends to and from Harvard Square, opening up many opportunities for exploring urban life.

### Honor Basis

Inherent in Wellesley's system of democratic government, and its accompanying law, is the honor basis. As the vital foundation of government, the honor basis rests on the assumption that individual integrity is of fundamental value to each member of the community. Within the philosophy of self-government, the personal honor and responsibility of each individual as she approaches both the regulated and nonregulated areas of academic, social, and residence hall life in the Wellesley community are of central importance.

The honor system covers all duly adopted rules of the College for the government of academic work, for the use of college resources and for the special conduct of its members. Each student—degree candidate, exchange student, and special student—is bound by all the rules.

Each student is expected to live up to the honor system, as a member of the student body of Wellesley College, both on and off the campus. She should also remember that she is subject to federal, state, and local laws which are beyond the jurisdiction of Wellesley College.

The honor system can work only with full support among all members of the College community. In addition to upholding the regulations and spirit of the honor system personally, each student is responsible for the survival and success of the system as a whole. This includes guarding against and, if necessary, reporting any inadvertent or intentional abuses of the honor system by any member of the community.

### Residence Halls

Although some students live off campus, most live in one of Wellesley's 13 residence halls which are the focus of much campus life. Each is a community within a larger Wellesley community, and each has a character of its own. Much of the informal learning at Wellesley takes place in spontaneous discussions and debates at meals and in students' rooms. The diversity of Wellesley's students, who bring to the College differing lifestyles and cultural backgrounds, contributes much to this process.

The residence experience is also likely to include lectures, faculty and staff guests-in-residence, group discussions, dinners with faculty members, and parties. One tradition, initiated in the early years of the College, is Wednesday afternoon tea—an informal occasion which continues to attract many students.

Members of all four classes live in each hall. Each residence hall also has a professional head of house, with the exception of Stone-Davis, which is staffed entirely by students. The head of house serves as an advisor and counselor to individuals and groups in the residence halls and as a liaison to the College community.

Students in each residence hall elect a House Council which administers the day-to-day details of living. The programming committee in each hall plans parties and other events throughout the year. Each residence also elects representatives to the Senate, and these students consult with members of the residence hall on campus-wide issues and convey the feelings of the hall to the student government.

A residential policy committee reviews many aspects of residential life and is developing ways to involve students in all areas of residential policy making. The Residence Office has been working to expand the guest-in-residence program, and to increase the number of academic, cultural, and social events in the residence halls.

Each of the residence halls contains single rooms, double rooms, and some suites. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract. Each hall has spacious living rooms, smaller common rooms, and a study room. All but two have dining facilities, and in the remaining halls, facilities are open on a five-day or seven-day basis. There are limited kitchenette facilities in the halls for preparing snacks or for use when entertaining. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, desk, chair, lamp, bookcase, and bureau for each resident student. Students may rent linen or supply their own. Students supply blankets, quilts, and their own curtains, pictures, rugs, and posters. They clean their own rooms and contribute two or three hours a week answering the telephones and doing other miscellaneous jobs which are scheduled by the student heads of work.

### Counseling Resources

The College has a number of professionally trained staff members who are available for consultation on academic or personal matters. The class deans, who generally follow a class throughout the four years, have major responsibility for advising students on academic matters. Questions about choosing a major, or difficulties in adjusting to a program, are discussed with the class deans. Special tutoring and programs in study skills are arranged through the academic departments and the dean of academic programs.

It is most unusual for a student not to feel the need, some time during her college years, to talk over personal concerns with people other than friends and roommates. The counseling staff is always available, and **complete confidentiality** is maintained at all times.

The staff of the College Health Services includes psychiatrists and other specialists available for crisis counseling and special help. Long-term psychotherapy is not provided at the College, but the resources for such treatment are available in the surrounding area.

Other Student Services resource people include the professional staff in the residence halls, the student activities staff in Schneider Center, Harambee House and Slater International Center, and the chaplain and his assistants. Faculty members are also available to talk with students.

### Religious Resources

Wellesley seeks to respond sensitively to a variety of religious traditions. The College encourages independent religious involvement on the part of its students.

The College Chaplaincy offers a wide variety of religious, personal growth, and social action programs and voluntary service opportunities. The chaplain and other members of the chaplaincy staff are regularly available for religious and personal counseling.

The chaplain also officiates at regular Sunday morning worship, an ecumenically oriented Protestant service in Houghton Memorial Chapel with many guest preachers invited during the year. Attendance at all worship services is voluntary.

Students may also major in religion and biblical studies, or take elective courses in these fields.

### College Health Services

The services of the College physicians, psychiatrists, and nurses are available at Simpson Infirmary which includes a 29-bed hospital and an outpatient clinic. Regular full-time students and part-time continuing education students who carry three or more courses are eligible for care. There is no health fee. Appropriate charges are made for inpatient care; medical, psychiatric, and surgical services which are usually covered by insurance, laboratory studies, elective examinations or procedures, immunizations, and treatment for pre-existing or ongoing conditions. A College sponsored Blue Cross-Blue Shield group insurance plan is available. Boston has long been one of the major medical centers in the country, and consultation with specialists in all medical fields is easily available.

Besides the usual care given by College Health Services, members of the Wellesley medical staff serve on a student-staff health committee. This committee works on ways to expand the use of the health services and arranges special programs in response to student interests.

The confidentiality of the doctor-patient relationship is the foundation upon which the success of the health services is based. **College medical personnel will not share any medical information concerning a student with any College authorities, or with the parents of students, without the consent of the student.** Parents are requested to sign a statement authorizing the College to proceed with appropriate treatment in the case of serious illness or emergency in the event they cannot be reached by telephone.

There are charges for inpatient care and for certain outpatient services which are usually covered by health insurance. It may be necessary to disclose minimal information to insurance companies for verification of medical claims. Students are required to enroll in the College Health Insurance plan unless they have equivalent coverage.

### Jobs on and off Campus

A student interested in employment may register at the Office of Student Employment. This office assists students in obtaining summer employment as well as part-time work during the academic year. There are many opportunities for students to find part-time employment at the College and in the Town of Wellesley. The Office of Financial Aid and Student Employment Office is the clearinghouse for employment of students. Opportunities on campus include office work in academic and administrative departments, where financial aid students receive priority through the Financial Aid Office, in Schneider College Center, and work in small businesses run by students. Off campus, students have worked in offices, stores, and restaurants. A large number of local families employ students for child care and for other varieties of household work.

In the Career Services Office, students are assisted in making plans for the future, either for employment or further study. Students may consult with the career services counselors about their interests and plans. Assistance is provided in many ways. The office maintains a library of vocational literature on current positions and future career possibilities; holds lectures and discussions for students on various occupations; supplies information about graduate courses, apprenticeships, graduate scholarships and assistantships, as well as job opportunities; and schedules interviews for seniors with employer and graduate school representatives who recruit at the College.

All alumnae may continue to use the services of this office for information and help to find employment or in planning further study.

### Summers

The long summer vacation gives students ample time for work, travel, or study.

The Career Services Office has information on summer opportunities. Counseling and advice are offered to students on the various possibilities available to match their interests and abilities.

Summer internships and other opportunities sponsored by the College are described on pp. 39-40.

## Academic Summary

| | Resident | Non-resident | Class Totals | Totals |
|---|---|---|---|---|
| Candidates for the B.A. Degree | | | | 1,866 |
| Seniors | 484 | 49 | 533 | |
| Juniors | 351 | 22 | 373 | |
| Sophomores | 485 | 13 | 498 | |
| Freshmen | 448 | 14 | 462 | |
| Candidates for the M.A. Degree | | 17 | | 17 |
| Continuing Education Students | | 111 | | 111 |
| Nondegree Candidates | 46 | 5 | | 51 |
| Total Registration | | September 1975 | | 2,045 |

## Geographic Distribution of Students in 1974-75

### Students from the United States

| | |
|---|---|
| Alabama | 3 |
| Alaska | 1 |
| Arizona | 8 |
| Arkansas | 4 |
| California | 83 |
| Colorado | 16 |
| Connecticut | 123 |
| Delaware | 14 |
| District of Columbia | 20 |
| Florida | 33 |
| Georgia | 19 |
| Hawaii | 13 |
| Idaho | 4 |
| Illinois | 63 |
| Indiana | 14 |
| Iowa | 10 |
| Kansas | 12 |
| Kentucky | 11 |
| Louisiana | 8 |
| Maine | 27 |
| Maryland | 45 |
| Massachusetts | 509 |
| Michigan | 29 |
| Minnesota | 15 |
| Mississippi | 5 |
| Missouri | 16 |
| Montana | 4 |
| Nebraska | 5 |
| Nevada | 1 |
| New Hampshire | 28 |
| New Jersey | 118 |
| New Mexico | 4 |
| New York | 288 |
| North Carolina | 11 |
| North Dakota | 1 |
| Ohio | 84 |
| Oklahoma | 7 |
| Oregon | 8 |
| Pennsylvania | 74 |
| Rhode Island | 16 |
| South Dakota | 4 |
| Tennessee | 7 |
| Texas | 40 |
| Utah | 2 |
| Vermont | 13 |
| Virginia | 55 |
| Washington | 15 |
| West Virginia | 2 |
| Wisconsin | 20 |
| Total | 1,912 |

### Students from Other Countries

| | Foreign Citizens | U.S. Citizens Living Abroad |
|---|---|---|
| Argentina | 1 | |
| Austria | | 1 |
| Belgium | | 1 |
| Brazil | 1 | |
| Burma | 1 | |
| Canada | 5 | 1 |
| Ceylon | 1 | |
| China, Rep. of | 8 | |
| Colombia | 3 | |
| Costa Rica | 1 | 1 |
| Cyprus | 1 | |
| Egypt | 1 | |
| England | 8 | 1 |
| Ethiopia | 1 | |
| France | 2 | 2 |
| Germany | 3 | 1 |
| Greece | 1 | |
| Haiti | 1 | |
| Honduras | 1 | |
| Hong Kong | 3 | 1 |
| India | 7 | |
| Iran | 5 | 1 |
| Italy | 2 | 1 |
| Jamaica | 2 | |
| Japan | 1 | 3 |
| Kenya | 1 | |
| Korea | 9 | |
| Malaysia | 6 | |
| Mexico | | 2 |
| Nepal | 1 | |
| Netherlands/Antilles | 4 | |
| Nigeria | 3 | |
| Pakistan | 2 | 1 |
| Panama | 1 | 1 |
| Peru | 1 | |
| Philippines | 2 | |
| Puerto Rico | | 8 |
| Scotland | 1 | |
| Somalia | 1 | |
| Sweden | 1 | 1 |
| Switzerland | | 1 |
| Thailand | | 1 |
| Trinidad | | 1 |
| Turkey | 2 | |
| Venezuela | 3 | |
| Vietnam | 2 | 1 |
| Virgin Islands | | 1 |
| West Indies | 1 | |
| Total | 101 | 32 |

# The Campus

Wellesley College has a campus of more than 500 acres bordering on Lake Waban. There are woodlands, hills and meadows, an arboretum, ponds, and miles of footpaths. In this setting are 64 buildings, with architectural styles ranging from Gothic to contemporary.

The focal point of the campus is the Galen Stone Tower, named for its donor. The tower rises 182 feet from Green Hall, the administration building, and contains a 30-bell carillon. It is an excellent vantage point from which to view Wellesley's campus and beyond.

## Academic Facilities

### Classrooms

The two primary classroom buildings, Founders Hall and Pendleton Hall, are located in the academic quadrangle. The humanities, social sciences, and mathematics are taught in Founders. Pendleton contains the laboratories, lecture rooms, libraries, and offices of the departments of chemistry, physics, and psychology. Extensive equipment and facilities provide opportunities for advanced work in these areas.

### Sage Hall

Located on the northeast side of the campus is Sage Hall, which will house the classrooms, offices, and some of the special laboratories of the science departments. The building, which is currently being renovated, will be completed during 1977. The College's electron microscopes, x-ray generator, and camera and autoradiography facilities will be located in Sage. Two large lecture halls, equipped for closed-circuit television, have been completed and are in use.

### Greenhouses

Classrooms in the biological sciences department open directly into the Margaret C. Ferguson Greenhouses, named after a former Wellesley professor of botany. The climate in the greenhouses ranges from temperate to tropic with many excellent examples of trees and flowers which flourish in the respective temperatures. There is considerable space for experiments by faculty and students. The greenhouses are open to the public throughout the year.

### Observatory

The Whitin Observatory contains laboratories, classrooms, darkrooms, and the library of the astronomy department. Its research equipment includes a 6-inch, a 12-inch, and a 24-inch telescope. The observatory was a gift of Mrs. John C. Whitin, a former trustee of the College. It was built in 1900, enlarged in 1962 and 1966, and is considered to be an unusually fine facility for undergraduate training in astronomy.

### Science Center

A new building has been completed which, together with renovated Sage Hall, forms the Wellesley College Science Center. This complex houses the departments of astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics, psychology, and the laboratories of electron microscopy and human performance. It includes the teaching and research laboratories of the science departments and the Science Library. The Science Center is equipped with modern, sophisticated equipment used by students in their course work and independent projects. The museum collection is on display along the corridors of the Center.

### Computing Facilities

Many courses and research projects at Wellesley involve the use of a computer. Computer terminals are located in the Public Terminal Room of the Margaret Clapp Library, in the Science Center, and in the Psychology Library. Computing power is obtained on a time-shared basis from other colleges in New England. In the next academic year, the College will acquire its own computer to be located in the Science Center.

### Arts Center

The Jewett Arts Center, completed in 1958, consists of the Mary Cooper Jewett art wing and the Margaret Weyerhauser Jewett music and drama wing. Linking the two buildings is the Wellesley College Museum.

The Museum is open to the general public. It includes a fine collection of classical, medieval and Renaissance sculpture, old master paintings, prints and drawings, and contemporary painting. In addition to the permanent collection, exhibitions are arranged throughout the academic year.

The art wing contains studios, classrooms, an extensive library, and offices of the art department and museum. The music and drama wing contains the music library, listen-

ing rooms, practice studios, and classrooms and offices of the music department. A collection of musical instruments of various periods is available to students.

The Jewett Auditorium, a theatre seating 320 persons, was designed for chamber music performances, and is also used for special events. In addition, there are rehearsal rooms and other theatre facilities.

### Margaret Clapp Library

The third enlargement and complete remodeling of the Margaret Clapp Library was finished in 1975. At the center of the modern and functional building is the reference room which distinguished the original building erected in 1910.

The library's holdings exceed 500,000 volumes and contain in addition an important collection of public documents. Subscriptions to periodicals number over 2,000. The Special Collections include letters, manuscripts, and rare books of distinction.

The language laboratory and a new listening room for the collection of spoken and dramatic recordings are part of the library. A lecture room is available for meetings.

### Child Study Center

Wellesley College opened the Child Study Center in the fall of 1969 under the direction of the psychology department. It is located in the Anne L. Page Memorial Building, used for many years to house the College nursery school. The center serves as a laboratory in which Wellesley undergraduates can study the development of children ages two through five. Students also have the opportunity to work as assistant teachers in the classroom.

### Residence Halls

Each residence, its student capacity and location, is listed below:

| | | |
|---|---|---|
| Munger | 144 students | Northwest |
| Beebe | 125 students | |
| Cazenove | 135 students | |
| Pomeroy | 135 students | |
| Shafer | 130 students | |
| Tower Court | 250 students | West |
| Claflin | 130 students | |
| Severance | 154 students | |
| Stone | 115 students | Southeast |
| Davis | 117 students | |
| Bates | 130 students | Northeast |
| Freeman | 130 students | |
| McAfee | 135 students | |

### Physical Education Facilities

Classes for all indoor sports and for modern dance are conducted in Mary Hemenway Hall, which houses the offices of the physical education department, and in the nearby Recreation Building. The latter has game rooms, badminton and squash courts, and a swimming pool. Outdoor water sports center around the boathouse where the canoes, sailboats, and crew shells are kept. Wellesley also maintains a 9-hole golf course, 16 tennis courts, hockey and lacrosse fields, and a ski slope.

## Extracurricular Facilities

### Alumnae Hall

The largest auditorium on the campus, seating 1500 people, is in Alumnae Hall. It also has a large ballroom and houses the Wellesley College Theatre and the College radio station, WZLY. Visiting lecturers, concert artists, and professional theatre groups often appear there. The building was erected in 1923 and is the gift of Wellesley alumnae.

### Chapel

The Houghton Memorial Chapel was presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former trustee of the College. The chapel's stained glass windows commemorate the founders and others, while a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. The chapel, which seats 1200 people, is a setting for lectures and community meetings as well as religious services.

### Schneider College Center

The center for extracurricular life at the College is Schneider College Center. Its newly remodeled facilities provide lounge areas, a snack bar, meeting rooms, offices for student organizations, and a coffee house. It also contains the offices of the coordinator of student services, the director of residence, and the chaplain.

Harambee House and Slater International Center are complementary adjuncts to Schneider.

### Harambee House

Harambee House is the cultural and social center for the Black community at Wellesley. It contains rooms for seminars, meetings, and social gatherings as well as facilities for cooking and entertaining.

### Slater International Center

Slater International Center is an informal meeting place for foreign and American students and faculty. The Center serves campus organizations which have an interest in international affairs and helps to sponsor seminars and speakers on international topics. Located in the Center is the Foreign Student Office, which handles immigration and all nonacademic counseling for students from abroad. Slater is the headquarters for the Foreign Students Association, providing a place where foreign students may study, cook, entertain, and get to know each other better.

### Beit Shalom

Beit Shalom, the religious, cultural, and social center for the Wellesley Jewish Community, houses study rooms and kosher kitchen facilities as well as a dining room for Sabbath dinners.

### Society Houses

There are three society houses for special interest groups. Each house has kitchen and dining facilities, a living room, and other gathering rooms. Members are drawn from all four classes, beginning with second semester freshmen. Shakespeare House is a center for students interested in Shakespearean drama; Tau Zeta Epsilon House is oriented around art and music; and Zeta Alpha House provides a setting for students with an interest in modern drama.

## Other Campus Facilities

### Green Hall

The offices of the president, the Board of Admission, the deans, and all administrative offices directly affecting the academic and business management of the College are located in Green Hall. The building has large rooms for Academic Council and trustee meetings, class and seminar rooms, and some faculty offices. Named for Hetty R. Green, the building was erected in 1931.

### Infirmary

Simpson Infirmary is a 29-bed licensed hospital, approved by the American Hospital Association, with an outpatient clinic built in 1942. It is connected to the original infirmary which was built in 1881 and is now used for psychiatric services and staff housing.

### President's House

The President's House, formerly the country estate of Wellesley's founders, the Durants, is located on a hill just south of the main campus. The spacious lawns border Lake Waban. Remodeled and renovated in 1968, it is frequently the scene of alumnae and trustee gatherings as well as receptions for distinguished visitors, for entering students, and for graduating seniors and their parents.

### Wellesley College Club

The Wellesley College Club is a center for faculty, staff, and alumnae. Its reception and dining rooms are open to members, their guests, and parents of students for lunch and dinner and are also used for many special occasions. Overnight accommodations are also available for alumnae and for parents of students and prospective students.

### Center for Research on Women in Higher Education and the Professions

The Center for Research on Women in Higher Education and the Professions, funded by a grant from the Carnegie Corporation, was established in the summer of 1974 and is sponsored jointly by Wellesley College and the Federation of Organizations for Professional Women. The Center conducts policy-oriented studies of women's educational needs and examines paid and unpaid work in the context of increasing life choices for both men and women.

# Academic Program

The curriculum provides a framework within which students are invited to explore various fields in the arts and sciences. In developing the curriculum, the faculty presents diverse offerings among which students will gradually discover interrelationships. Through study of different disciplines and bodies of knowledge, students perceive the coherent unity among diversity which is traditionally termed a liberal arts education. When students decide on an area of concentration they then elect courses in other fields to provide complementary or contrasting experiences. These, together with the major, enable students to achieve a broad liberal arts education.

By the time the Bachelor of Arts degree is earned, the student should be acquainted with the main fields of human interest, capable of integrating knowledge from various fields, and prepared for continuous scholarly growth and responsible participation in society. In the major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

### Requirements for Degree of Bachelor of Arts

Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work at a C average or better. Each semester course is assigned one unit of credit. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. Freshmen are encouraged to carry a maximum of four courses each semester, but upperclass students may take five.

Courses are classified in Grades I, II, and III. Introductory courses are numbered 100-199 (Grade I); intermediate courses, 200-299 (Grade II); advanced courses, 300-380 (Grade III). Each student must include at least four units of Grade III work, at least two of which shall be in the major. The program in the senior year may not include more units of Grade I than of Grade III work, and at least two must be Grade III.

### Distribution Requirements

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses. To insure, however, that students gain insight and awareness in areas outside their own major fields, the College does require that they choose three semester courses in each of three general areas during the four year period. (Courses numbered 350—Research or Individual Study—do not satisfy this requirement.)

The three groups of academic disciplines are:

#### Group A

**Literature, Foreign Languages, Art, and Music**
Three units chosen from courses in the Departments of Art, Chinese, English, French, German, Greek and Latin, Italian, Music, Religion and Biblical Studies (Greek and Hebrew), Russian, Spanish; or from those courses offered by the Department of Black Studies and from those extradepartmental literature courses which are designated as fulfilling the requirement in Group A.

#### Group B

**Social Science, Religion and Biblical Studies, and Philosophy**
One or two units chosen from courses in the Departments of History, Philosophy, Religion and Biblical Studies, and courses offered by the Department of Black Studies in these fields
and
One or two units chosen from courses in the Departments of Economics, Political Science, Psychology, Sociology and Anthropology, and courses offered by the Department of Black Studies in these fields.

#### Group C

**Science and Mathematics**
Three units, at least one of which shall be a course with laboratory, chosen from offerings in the Departments of Astronomy, Biological Sciences, Chemistry, Geology, Mathematics, and Physics.

### Foreign Language Requirements

Before the beginning of the senior year students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill the requirement by passing one of the language tests offered by the College Entrance Examination Board (CEEB). Wellesley requires a score of 610 or better on the CEEB Achievement Test, or a score of at least 3 on the Advanced Placement Examination (AP). This requirement can also be met by the completion of 2 units of language study at the second year college level or 1 unit of language study above the second year college level.

Students may take introductory courses in only two modern foreign languages.

Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. A student whose native language is not English will be exempted from this requirement, subject to approval of the class dean and the Academic Review Board.

### Other Requirements

Students are expected to use acceptable standards of spoken and written English in their college work. Special assistance in English, mathematics, and other basic and special skills is offered at the College.

In addition, all students must complete the physical education requirement described on p. 112 for which no academic credit is given.

### The Major

Students may choose from among 25 departmental majors, five interdepartmental majors —classical civilization, classical and Near Eastern archaeology, East Asian studies, medieval/renaissance studies, and molecular biology—or they may design an individual major. Of the 32 units required for graduation, at least 8 are to be elected in the major, and no more than 14 in any one department.

Students who are interested in an individual major submit a plan of study to two faculty members from different departments. This plan should include four units in one department above the introductory level. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. Some students wish to center their study upon an area, a period, or a subject which crosses conventional departmental lines. Examples of possible area studies are American studies, Latin American studies, Russian studies; of periods, the Middle Ages, the Renaissance; of subjects, comparative literature, international relations, theatre studies, urban studies.

In the second semester of the sophomore year each student elects a major field and prepares for the registrar a statement of the courses to be included in the major. Later revisions may be made with the approval of the chairman of the major department, or in the case of the individual major, with the student's advisors, and be presented to the registrar not later than the second semester of the junior year.

### Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, and appearing for examinations. If students have difficulties with course work, become ill, or have other problems which interfere with their academic work, they should consult with their class dean for assistance in making special arrangements for their studies.

Students are expected to maintain at least a C average throughout the college career. At the end of each semester each student's record is reviewed, and appointments with the class dean are arranged if needed. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely excluded from the College.

### Grading System

Students have the option of electing courses on a letter or nonletter grading system. At the beginning of the eighth week of a semester, students notify the registrar and their instructor whether they plan to take a course for a letter grade or on the credit/noncredit basis. Credit is given to students who have attained a satisfactory familiarity with the content of a course and have demonstrated ability to use this knowledge in a competent manner. If credit is not earned the course does not appear on the student's permanent record.

### Examinations

An examination period occurs at the end of each semester. Within this period students may devise their own examination schedules for the majority of courses. Examinations are scheduled for some art, music, and foreign language courses which require audiovisual equipment. Special examinations are offered in September to qualified students to earn credit for work done independently, for admission to advanced courses without the stated prerequisites, and for exemption from required studies.

Students who wish credit towards the degree for work done independently in the summer should consult the appropriate department and the class dean, and should apply to the registrar at least a month in advance for a special examination to be given at the beginning of the college year.

Examinations may be taken for credit, for admission to a more advanced course, or for exemption from the required studies in Groups A, B, and C. Examinations for credit passed at a satisfactory level also count for advanced placement and/or exemption; examinations for advanced placement also count for exemption. Examinations passed at a satisfactory level for exemption do not count for credit.

### Credit for Advanced Placement Examinations

Students entering under the Advanced Placement Program of the College Entrance Examination Board, and who make the scores specified by Wellesley College, will receive credit toward the B.A. degree, provided they do not register in college for courses which cover substantially the same material as those for which they have received Advanced Placement credit. Two units of credit will be given for each AP examination in which a student received a grade of 4 or 5 with the following exceptions: 1 unit of credit will be given for the Latin 4 examination; 1 unit of credit will be given in the Mathematics AB examination; 1 unit of credit for a score of 3 in the Mathematics BC examination. Not more than 2 units are credited in any one department.

### Credit for Other Academic Work

Of the 32 units required for the degree of Bachelor of Arts, a student may earn a maximum of 16 units through a combination of the following: AP examinations (no more than 8); courses taken at another institution during the summer or the academic year; or study independent of Wellesley courses which is then evaluated by examination by a Wellesley department. (See Examinations.) Four units may be earned in summer school, or by a combination of summer school and summer independent study. No more than 2 units may be earned for summer independent study. Eight units, in addition to summer school, may be earned through courses taken at another institution. Students, including transfer students, must complete 16 units at Wellesley. Candidates for the B.A. degree in the program for Continuing Education must complete a minimum of 8 units of work at the College.

### Exemption from Required Studies

Students may be exempted from any of the studies required for the degree, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units for graduation. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

Such exemption may be achieved in one of two ways: a score of 4 (Honors) or 5 (High Honors) on the CEEB AP tests, *or* passing a special exemption examination. Permission for the exemption examination must be obtained from the class dean and the chairman of the department concerned. (See Examinations.) In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.

### Acceleration

A few students complete all the requirements for the degree in less than the usual eight semesters. After two semesters at Wellesley, students who wish to accelerate should consult their deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements earlier.

The petition should include the month and year in which the degree requirements will be fulfilled, and all units that will be counted toward the degree.

Normally, a plan to accelerate must include 8 units at Wellesley in two consecutive semesters during the junior and senior years. In accumulating units in addition to courses taken at Wellesley, an accelerating student may count:

1
Advanced Placement credit (no more than 8 units);

2
A maximum of 4 units earned either in summer school or by a combination of summer school and independent study during the summer, validated at Wellesley. No more than 2 units may be earned for summer independent study; and

3
A maximum of 2 units of college or university credit earned prior to graduation from secondary school, which is not included in the units of secondary school work required for admission.

An accelerating student must maintain a C average at all times.

### Research or Individual Study

Each academic department provides the opportunity for qualified students to undertake a program of individual study directed by a member of the faculty. Under this program an eligible student may undertake a research

project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. The conditions for such work are described under the course numbered 350 in each department. Wellesley offers further opportunities for research and individual study. (See Honors in the Major Field.)

### Freshman-Sophomore Colloquia

These colloquia give students the chance to work closely in small groups with individual faculty members. They are designed to provide the sort of educational experience which previously was enjoyed only by advanced students. They are similar to the seminars in that they stress independent work, discussion, and oral and written presentations.

### Cross-Registration Program with the Massachusetts Institute of Technology

A program of cross-registration of students at Wellesley and the Massachusetts Institute of Technology was officially inaugurated in 1968-69. The program allows students to elect courses at the other institution, and extends the diversity of educational experiences available in the curricula and in the environments of both. The two schools combine their academic, extracurricular, and operational resources while maintaining the separate strengths, independence, and integrity of each institution.

A Wellesley student interested in exploring the possibilities of electing a specific course at MIT should consult the exchange coordinator, the department advisor, or the appropriate exchange program faculty advisor. Registration in MIT courses takes place each semester, and application must be made in the Exchange Office during the preceding semester. Since the number of participants in the exchange is limited, upperclass students are given preference.

### The Twelve College Exchange Program

Wellesley belongs to a consortium which includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Students in good standing may apply through the exchange coordinator for a semester or full academic year in residence at any of the member institutions. The number of places is limited and admission is competitive. Preference is given to students planning to participate in their junior year.

### The Junior Year Abroad

Qualified students may apply for admission to various groups spending the junior year in Europe and in other foreign countries. A few Wellesley Slater Junior Year Abroad scholarships are available to juniors, eligible for financial aid, who have been accepted for programs approved by the Foreign Study Committee. Stecher Scholarships for the study of art abroad are awarded to qualified students who are eligible for financial aid. Candidates are selected by the Art Department Stecher Scholarship Committee and the Foreign Study Committee. Limited financial support for students wishing to spend the junior year in Africa or the Caribbean is provided by the Waddell Fund. The selection of recipients for awards from the three funds is made early in the second semester of the sophomore year on the basis of academic qualifications and faculty recommendations. The amount of each individual award is determined according to need. Information about these awards may be obtained from the Office of Foreign Study.

The Office of Foreign Study helps students with individual plans for study abroad, for example, applications for direct enrollment as visiting students in British universities.

### The Spelman-Wellesley Experimental Exchange Program

The academic year 1975-76 was the second year of an experimental student exchange between Wellesley and Spelman College in Atlanta, Georgia, a distinguished Black liberal arts college for women. The experimental exchange is expected to continue in 1976-77, with a maximum of two full year students from each institution participating.

The program is open only to students in their junior year.

### Summer Internships

The College sponsors a Washington Summer Internship Program which provides a unique opportunity for students to learn about the national government through direct participation in political activity. Interested juniors may apply for 15 available summer internships, in governmental and nongovernmental offices. Interns hold full-time jobs for ten weeks and also participate in evening seminars with guest speakers on governmental or political problems. Job assignments are made according to the interest of the student and the potential for learning. Recent assignments have included positions in congressional offices, in the Department of Justice,

in the Department of Health, Education and Welfare, with the Federal Trade Commission, in the Office of the President, and with a major broadcasting system. Salaries are offered in some of these positions; the College provides stipends for students who hold non-salaried positions.

In addition, the Wellesley Urban Politics Summer Internship Program offers juniors the opportunity to focus on some of the dilemmas of contemporary urban life. Students participating in this program spend ten weeks working for government agencies or private organizations in Boston or Los Angeles. Interns attend seminars and other meetings designed to stimulate analytical thinking about politics, government institutions, and public policy-making. Interns receive a stipend from the College.

The Internship Program in Economics, founded at Wellesley by the National Association of Business Economists, places qualified economics majors in salaried positions in private or public agencies in all parts of the country during the summer following the junior year. Students in this program carry out applied economic research under the direction of senior economists.

### Community Involvement

Wellesley students can become involved in the Greater Boston community in a variety of ways. Some students choose to work in communities where they can participate in legal aid, tutoring, and health services, or church work. Others work with the City of Boston or the Town of Wellesley in various departments.

Credit may be given for supervised field work as a research component of some courses or independent study; in other instances, experience in the community forms part of the required work of courses dealing with social, political, or economic issues. Generally, students become involved in community work for many reasons besides the possibility of earning academic credit.

### Credit for Summer School and Summer Independent Study

Some students undertake planned programs of summer independent study which they have designed with members of the faculty and their class dean. Two units of credit may be earned in this way. Four units may be earned by a combination of summer school and independent study. Other students attend summer school. The amount of summer school credit allowed toward the degree is limited to 4 units, and is not automatic. Students should consult their class deans and appropriate departments before enrolling in summer school courses for which they expect credit toward the Wellesley degree.

### Summer Study Abroad

Students planning summer study in foreign countries should consult the Office of Foreign Study. Wellesley awards Slater and Stecher Summer Scholarships to students who need to have access to materials available only in foreign countries. First consideration is given to applicants whose summer studies are related to honors projects approved for the senior year. Waddell Summer Scholarships provide opportunities for students wishing to study in Africa or the Caribbean. An application for a Slater, Stecher, or a Waddell Scholarship requires the support of the student's major department and a statement from the financial aid officer showing what funds are needed to supplement the student's financial resources.

## Academic Distinctions

### Honors in the Major Field

Students who have shown marked excellence and an unusual degree of independence in their work may be invited to participate in the Honors Program, based on their record in the major field. Under this program an eligible student may be invited to undertake independent research or special study which will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of Honors in the Major Field.

### Other Academic Distinctions

The College names to Freshman Honors those students who maintain high academic standing during the freshman year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the freshman year. Wellesley College Scholars have achieved high academic standing and Durant Scholars highest academic standing.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic ahievement in college. Seniors who are majoring in the sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

On recommendation of the faculty, the trustees award the title of Trustee Scholar to four seniors who intend to pursue graduate studies. The awards are made on a competitive basis; the title is honorary. In cases of financial need stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials should be sent to the Secretary to the Committee on Graduate Fellowships by January 2.

Certain prizes have been established at the College for the recognition of excellence in a particular field. Each carries a small stipend or gift and usually bears the name of the donor or the person honored, and is awarded by the departments.

### Leave of Absence

Recognizing that many students benefit educationally if they interrupt the normal sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester or as long as two years, and for a variety of reasons which may include study at another institution, work, travel, or other activities which meet personal needs. Application for leave of absence may be made to the class dean at any time after a student has completed at least one year at Wellesley.

To obtain permission to spend the year at another institution as nonmatriculated students or guests, students submit a detailed plan to the class dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four year program. Students must also submit a statement signed by the dean or registrar of the other institution recognizing their status as nonmatriculated students who will return to Wellesley to complete their work for the degree.

### Withdrawal

Students who plan to withdraw must inform the class dean. A withdrawal form will then be sent to the parents or guardian for their signature. The official date of the withdrawal is considered to be the date upon which the student and the class dean agree and on which the withdrawal card is signed by the class dean. The withdrawal date is important in order to compute costs and refunds. (See Refund Policy p. 19.) Students who have officially withdrawn from the College or have taken an official leave of absence for the current semester cannot remain in residence on campus.

The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, or for whom Wellesley may not have been the best choice. In such cases of involuntary withdrawal, which are rare, the official date of withdrawal is determined by the College.

### Readmission

A student who has withdrawn from the College and wishes to return should apply to the Office of the Dean of Academic Programs for the appropriate forms. Readmission will be considered in the light of the reasons for withdrawal and reapplication, and in the case of resident students, available residence hall space. A nonrefundable fee of $20 must accompany the application form for readmission.

### Career Preparation

Although a liberal arts education does not prepare a student directly for a specific career, it provides the broad background upon which a student depends in innumerable ways throughout a lifetime. Qualities and skills such as resourcefulness, initiative, independence, and research ability are all products of a liberal arts education, as well as important career requisites. The quality and rigor of the academic program at Wellesley prepare a student to pursue specialized professional training in graduate school, or to perform well on a job. Wellesley graduates do further study and find employment in a wide variety of interesting and challenging fields, including the arts and sciences, architecture, business, education, health services, law, and social service.

Students are encouraged to develop an ongoing relationship with the Career Services Office throughout their four years at Wellesley. The Career Services Office staff is prepared to assist students in planning their program at Wellesley within the framework of expanding, long-range career and life-planning options. Through workshops, group meetings, panels, individual appointments, and research in the resource center, a student can identify the career-related skills provided through a liberal arts curriculum.

Workshops are offered on graduate school applications, job search, resume writing, interview techniques, and the office sponsors or cosponsors panels where graduates and others share their experiences from a wide variety of career fields. To assist students in examining and evaluating various possible career options on a first-hand basis, up-to-date files on career-related internships and field experiences are maintained.

The career resource center houses information on specific professions and career options, graduate and professional study, entrance examination requirements, and opportunities for work and study abroad. Alumnae provide one of the most valuable resources, and the resource center maintains a file of alumnae who are willing to talk with students about their graduate training and/or about their career fields. To help seniors and graduates seeking employment, the Career Services Office sends specific job referral notices and provides a credential service. For seniors, recruiter interviews are available both at Wellesley and MIT.

Specific requirements for various professions and career options vary widely. Law and business schools, for example, do *not* have specific undergraduate course requirements. In general, they require a broad liberal arts education which prepares a student to think and write analytically.

A student who intends to enter college teaching and research should plan to earn a Ph.D. in the academic discipline in which she wishes to teach. She should consult as early as possible with the departmental chairman in the field of interest for advice on which courses and which foreign languages are needed to pursue graduate study. No specific background in the theory of education is required.

The field of secondary school teaching, however, requires specific undergraduate preparation. Students intending to teach on the secondary level should consult the chairman of the education department in the freshman year if possible about requirements for certification and ways of preparing to meet them. It should be noted that Wellesley does not offer a major in education, nor the opportunity for practice teaching on the elementary level.

Medical and dental schools also require specific undergraduate preparation. Students should consult as early as possible with the premedical advisory committee to plan their sequence of courses. Trends in medicine indicate that public health, health policy planning and administration, and other new professional categories are among the many alternatives available to women in the health professions. A detailed booklet, *Information for Wellesley Students Interested in the Health Sciences,* may be obtained from the Career Services Office. Students interested in new careers in the health professions should also consult with the premedical advisory committee.

**Continuing Education**

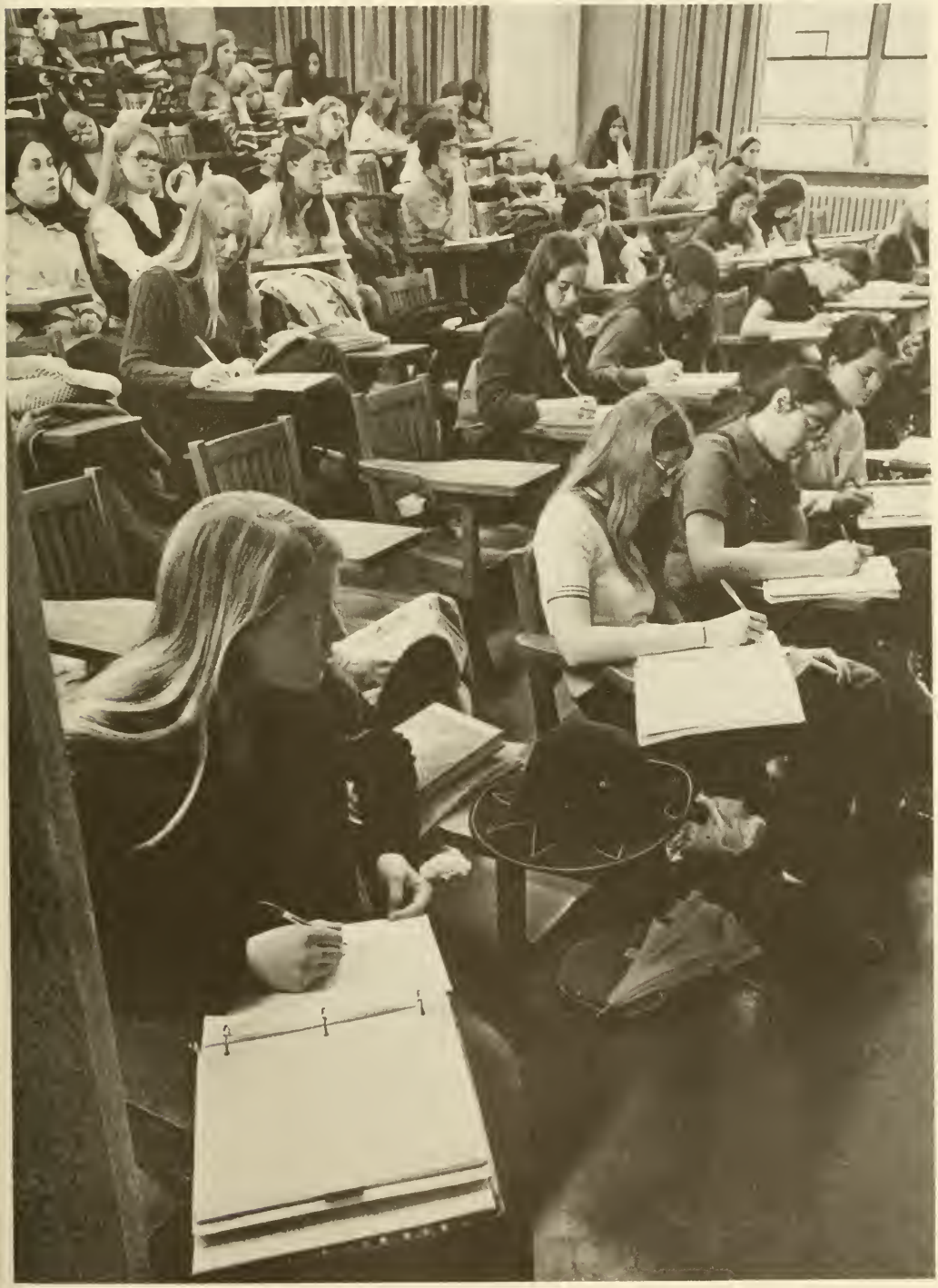
The Continuing Education Program is normally for women 25 years of age or older or whose education has been interrupted for five or more years prior to the date of application.

This nonresidential program enables students to enroll either part-time or full-time. They attend classes with Wellesley undergraduates and take the same courses.

The majority of Continuing Education students resume study toward the Bachelor of Arts degree; others who have undergraduate degrees may need further training or reeducation in preparation for a career or graduate study; others may simply wish to explore a new field. Continuing Education students who are candidates for the B.A. degree must complete a minimum of 8 units of work at the College.

For further information about the program contact the Office of Continuing Education, Wellesley College, Wellesley, Massachusetts 02181.

# Courses of Instruction



A semester course which carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the sciences. Classes are scheduled from Monday morning through late Friday afternoon; examinations may be scheduled from Monday morning through late Saturday afternoon.

Prerequisites are given in terms of Wellesley courses, exemption examinations, AP scores, and "admission units." Admission units refer to the secondary school credits acquired in various precollege courses.

## Freshman-Sophomore Colloquia

### Directions for Election

The colloquia (150 courses) are designed for freshmen and sophomores who are interested in concentrated study of a significant well-defined topic. They offer students the opportunity to work in small groups in close association with faculty members. Most are open without prerequisite although a few presuppose some earlier study of the field either in secondary school or in a college course. They are similar to seminars in method and approach in that they stress independent work, discussion, and student reports.

Each colloquium counts as one unit. Each may be elected to satisfy in part one of the distribution requirements. Since enrollments are limited, students ordinarily may not enroll in more than one colloquium. They may, however, apply for more than one, indicating their preference. If a colloquium is oversubscribed the chairman or instructor, in consultation with the class dean, will decide which applicants will be accepted.

In 1976-77 colloquia are offered by the following departments: Art, Black Studies, English, History, and Philosophy.

## Legend

Courses numbered:

**100-199**
Grade I courses

**200-299**
Grade II courses

**300-380**
Grade III courses

**1 or 2**
Units of credit

**(1)**
Offered in first semester

**(2)**
Offered in second semester

**(1) (2)**
Offered in both semesters

**(1-2)**
Continued throughout the academic year. Unless specifically stated, no credit is awarded unless both semesters are completed satisfactorily.

[ ]
Numbers in brackets designate courses listed only in earlier catalogues.

*
Offered in alternate years. Note: Unless specifically stated such courses will be offered in 1976-77.

3
Part-time instructor

•
Absent on leave

•1
Absent on leave during the first semester

•2
Absent on leave during the second semester

# Art

Professor:
O'Gorman

Associate Professor:
Moffett, Wallace•, Anderson, Rayen•, Fergusson (Chairman), Janis

Assistant Professor:
Clapp, Marvin, Lyndon, MacNeil[3], Sandman, Waltermire, Harvey, Wentworth

Instructor:
Solomon[3], Carroll, Leff

Lecturer:
Gabhart, Gaither[3]

Visiting Professor:
Seznec[3]

The Department of Art offers courses in the history of art and in studio art. Some of the courses in art history include laboratory work in one or more media with which the course is concerned. One of the studio courses, 204, is a survey of the techniques of painting from the Middle Ages to the present, and is required of all art majors. The department believes that laboratory training has great value in developing observation and understanding of artistic problems. For students majoring in history of art, however, no particularly artistic aptitude is required, and the laboratory work is adjusted to the student's ability.

An art major may either concentrate in history of art or in studio art.

## History of Art

**100 (1-2) Introductory Course**
**1 or 2**
A foundation for further study in the history of art. The major styles in western architecture, sculpture, and painting from ancient Greece through the 19th century are presented in lectures and in conference sections. Simple laboratory work requiring no previous training or artistic skill planned to give the student a greater understanding of artistic problems. One unit of credit may be given for the first semester.
Open only to freshmen and sophomores.

The Staff

**150 (2) Colloquium**
**1**
The eloquent object

For directions for applying see p. 44. Open by permission to a limited number of freshman and sophomore applicants.
An orientation to art using originals. The course will concentrate on an examination of the material properties of objects and the manner in which they may incorporate and express social, political, historical, literary, aesthetic and/or formal ideas.
Prerequisite: 100 (1). The colloquium can be substituted for 100 (2) to fulfill the requirement for majors, although a student is free to elect 100 (2) at the same time or in the sophomore year.

Ms. Janis

**200 (1)* Classical Art**
**1**
Topic for 1977-78: Greek painting, sculpture, and architecture from the Geometric Period to the death of Cleopatra. Greek sculpture will be emphasized and some attention will be paid to the impact of Greek forms on later western art.
Open to sophomores, juniors, and seniors who have taken 100 (1) or 215, or by permission of the instructor.

Miss Marvin

**201 (2)* Near Eastern and Bronze Age Art**
**1**
The art and archaeology of the eastern Mediterranean from 3000 B.C. to 1200 B.C. with particular emphasis on Egypt. The interrelations of the culture of Egypt with Mesopotamia, Minoan Crete, Mycenaean Greece, and their neighbors will be studied.
Open to sophomores, juniors, and seniors without prerequisite and to freshmen by permission of the instructor.

Miss Marvin

**202 (2) Medieval Sculpture and Painting**
**1**
A survey of the major monuments of sculpture, manuscript and fresco painting in France and England during the Romanesque and Gothic periods with particular emphasis on the context of use, the formation of workshops, and the development of programs.
Open to freshmen and sophomores who have taken 100 (1), and to juniors and seniors without prerequisite.

Mrs. Leff

**203 (1) Cathedrals and Castles of the High Middle Ages**
**1**
A study of the major religious and secular buildings of the Romanesque and Gothic periods with emphasis on France and England. Attention will be given to the interpretation and context of buildings and to their relationship to cult, political and urban factors. Occasional conferences.
Open to sophomores who have taken 100 (1), and to juniors and seniors without prerequisite.

Mr. Fergusson

**215 (1) European Art to the Renaissance**
**1**
The major movements in architecture, sculpture, and painting from classical antiquity to c. 1400. Students attend course 100 lectures and have the option of attending course 100 conferences. Reading and paper assignments differ from those of 100. Students will be assigned staff advisors.
Open only to juniors and seniors who have not taken 100.

The Staff

**216 (2) European Art from the Renaissance through the Nineteenth Century**
**1**
Western art from the Renaissance through the 19th century with emphasis on painting, sculpture, and architecture. Students attend course 100 lectures and have the option of attending course 100 conferences. Reading and paper assignments differ from those of 100.
Prerequisite: same as for 215.

The Staff

**219 (1) Painting and Sculpture of the Nineteenth Century**
**1**
A study of the painting and sculpture of the 19th century in Europe with an emphasis on France. Special emphasis on the relationship of academic ideals to emerging individualism and to the social context of style.
Open to sophomores who have taken 100 (1) and (2), by permission of the instructor to freshmen who are taking 100, and to juniors and seniors without prerequisite.

Ms. Janis

**220 (1)* Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe**
**1**
A study of Italian and Spanish painting and sculpture from early Mannerism through the late Baroque. Among the principal artists studied are Michelangelo, Il Rosso Fiorentino, Pontormo, Parmigianino, Tintoretto, El Greco, the Carracci, Caravaggio, Bernini, Pietro da Cortona, Ribera, Velásquez, Tiepolo.
Open to sophomores who have taken 100 (1) and (2), and to juniors and seniors without prerequisite.

Not offered in 1976-77.

Mr. Wallace

**221 (2) Seventeenth Century Art in Northern Europe**
**1**
Dutch and Flemish painting, drawing and printmaking of the 17th century with emphasis on Rubens, Van Dyck, Hals, Rembrandt, and Vermeer.
Prerequisite: same as for 220.

Mrs. Carroll

**224 (1-2) Modern Art**
**1 or 2**
The major developments in painting and sculpture from the mid-19th century to the present in Europe and the United States. Special attention is paid to the problematic of modernism in the arts—what it means to be modern; what makes modern art unique; and in what sense is it an expression of ourselves. Aso there is an emphasis on abstract art and on the question of judgment of quality. Conference sections in second semester. One unit of credit may be given for either semester. Background reading is required if elected in second semester only.
Prerequisite: 100 (1) and (2), or 216, or 219, or permission of the instructor.

Mr. Moffett

**226 (1) History of Afro-American Art**
**1**
A survey of Afro-American art from colonial times to the present. Special attention will be given to the relationship between Afro-American art and social and cultural conditions in America.
Open to all students.

Mr. Gaither

**228 (2) Nineteenth and Twentieth Century Architecture**
1
A survey of the major movements in architecture in Europe and the United States from Neo-Classicism to the present.
Prerequisite: same as for 220.

Mrs. Leff

**231 (1) American Art from Colonial Times to the Civil War**
1
A survey of American painting, sculpture, and architecture from the colonial period to the Civil War. Attention given to the relationship between art and the social history and literature of the time.
Prerequisite: same as for 220.

Mr. O'Gorman

**232 (2) American Art from the Civil War to the Foundation of the New York School**
1
American painting, sculpture, and architecture from the Civil War to the foundation of the New York School. Attention given to the relationship between art and the social history and literature of the time.
Prerequisite: same as for 220.

Mr. O'Gorman

**240 (1) Literary and Scholarly Contexts of Nineteenth Century French Painting**
1
The course will embrace the mutual relationship between art and literature with particular attention given to the role of mythology and fable.
Open to all students.

Mr. Seznec

**248 (2) Chinese Art**
1
Survey of the major artistic traditions of China through monuments of the Bronze Age, Buddhist sculpture and painting from the Han to the Ch'ing Dynasty.
Open to sophomores, juniors, and seniors who have taken one unit in the history of art; or History 271 or 275 or 276 or 338 or 339 or 346; or Religion 253; or by permission of the instructor.

Mrs. Clapp

**249 (1) Far Eastern Art**
1
Topic for 1976-77: Indian art. A survey of the architecture and sculpture of Buddhism and the Hindu dynasties in India, Southeast Asia, Tibet, and Nepal. Topic for 1977-78: Japanese art. An introduction to the sculpture and pictorial arts of Japan from the early Buddhist period through the 18th century woodblock print.
Prerequisite: same as for 248.

Mrs. Clapp

**251 (2) Italian Renaissance Art**
1
Painting and sculpture in Italy in the 15th and 16th centuries. Special attention given to major masters and monuments, with emphasis on the general artistic principles of Early and High Renaissance in Florence, Rome, and northern Italy. Analysis of patronage and changing cultural and aesthetic ideals in the Renaissance period.
Prerequisite: same as for 220.

Mrs. Anderson

**254 (2)* Art of the City: Medieval, Renaissance, and Baroque**
1
Aspects of the history of urban form, and of art in public areas of the city in the medieval, Renaissance, and Baroque periods. Analysis of various urban types such as medieval market towns, ideal city plans in the Renaissance, and innovations in city planning in the 17th century. Attention will be given to sculptural programs designed to enhance public spaces and buildings.
Open to sophomores who have taken 202, or 203, or 220, or 251, and to juniors and seniors without prerequisite.

Mrs. Anderson

**302 (1)* Italian Painting: The Fourteenth and Fifteenth Centuries**
1
A study of selected artists whose work significantly illustrates the character of the late medieval and the early Renaissance styles.
Open to sophomores who have taken 251, to juniors and seniors who have taken or are taking one Grade II unit in the department, or by permission of the instructor.

Not offered in 1976-77.

Mrs. Anderson

**304 (1)* Late Medieval and Renaissance Sculpture**
1
A study of major sculptors from the 14th century to the end of the 16th century with emphasis on Italy and the work of Giovanni Pisano, Donatello, Ghiberti, and Michelangelo.
Prerequisite: same as for 302.

Mrs. Anderson

**305 (2) The Graphic Arts**
1
The graphic arts from the Renaissance to the present. Emphasis on the styles of Dürer, Rembrandt, and Goya. Special attention given to the influence of technique upon style. Laboratory instruction in the processes of woodcut, engraving, etching, lithography. Visits to collections.
Open only to seniors.

**306 (1) History of Photography**
1
A survey of photography in France, England, and the United States in the 19th and 20th centuries. Topics will include styles of individual photographers and movements, the problem of style in photography, and the reciprocal relationship between photography and the graphic arts.
Open only to juniors and seniors who have taken 219 or 305 or [306 (1)].

Ms. Janis

**308 (2)* Renaissance and Baroque Architecture**
1
The Early and High Renaissance, Mannerist, and Baroque styles of the 15th through the 18th centuries, with particular emphasis on Italy.
Prerequisite: same as for 302.

Not offered in 1976-77.

**311 (2)* Painting of Northern Europe**
1
Painting in the period from the late 14th century through the early 16th century in France, Germany, and the Low Countries. Emphasis on aspects of International Gothic style painting and miniatures; on the Flemish painters Campin, van Eyck, van der Weyden, and van der Goes; and on Dürer.
Open to sophomores who have taken 202 or 251; to juniors and seniors who have taken or are taking one Grade II unit in the department, or by permission of the instructor.

Not offered in 1976-77.

Mrs. Carroll

**312 (2)* Problems in Nineteenth and Early Twentieth Century Art**
1
A study of special problems of interpretation in 19th and early 20th century art. Romantic imagery, interpretations of Manet, photography and painting, historicism, origins of abstraction. Emphasis on extensive reading and class discussion.
Prerequisite: 219 or permission of the instructor.

Not offered in 1976-77.

Ms. Janis

**320 (1) Art, Science and Invention in Nineteenth Century America**
1
A study of the careers and works of painters such as Peale, Fulton, Morse, Mount, Church, Eakins and others in the light of the history of scientific thought from Linnaeus to Humboldt to Darwin, the evolution of the natural sciences and the development of post-Industrial Revolution technology.
Prerequisite: 231 or permission of the instructor.

Mr. O'Gorman

**325 (1) British Art of the Late Eighteenth and Early Nineteenth Centuries**
1
A study of the relationship of art and aesthetic theory, contemporary developments on the Continent, and the genesis of Romanticism and Neo-Classicism.
Prerequisite: same as for 220.

Not offered in 1976-77.

**330 (2)* Seminar. Italian Art**
1
Topic for 1977-78: To be announced.

Not offered in 1976-77.

**331 (1)* Seminar. Renaissance and Renascences in the Art of the Middle Ages**
1
The revival and survival of the antique in medieval art, focusing on painting, sculpture, and architecture in both the Byzantine and West European Empires.
Prerequisite: 100 (1) or permission of the instructor.

Mrs. Leff

**332 (2)* Seminar. The Arts in England in the Thirteenth Century**
1
A study of painting, sculpture, and architecture during the reigns of Henry III and Edward I with particular attention to the major architectural monuments of the period such as Lincoln, Salisbury, Wells, and Westminster, to tomb sculpture, and to the paintings of William de Brailes and Matthew Paris and his school.
Prerequisite: 202 or 203, or permission of the instructor.

Mr. Fergusson

**333 (1) Seminar. Northern Baroque Art**
1
Intensive study of a single artist (Rembrandt or Rubens) considering problems of style and imagery, with particular attention to the artist's stance toward tradition as well as his social, political, and cultural milieu.
Open by permission to juniors and seniors who have taken 220 or 221.

Mrs. Carroll

**334 (2)* Seminar. Problems in Archaeological Method and Theory**
1
An examination of the theoretical premises underlying the study of ancient art and archaeology. The problems dealt with will include the models from which ancient societies are reconstructed, methods of excavation and analysis of materials, the design of research projects, and the special problems of the historian of ancient art. Required of archaeology majors. Meets jointly with MIT 21.682.
Prerequisite: at least one Grade II unit of ancient art, ancient history, or archaeology.

Not offered in 1976-77.

Miss Marvin, Mr. Steinberg (MIT)

**335 (2) Seminar. Modern Art**
1
Intensive examination of the history, theory, and practice of art criticism in the modern period. Major critics such as Baudelaire, Ruskin, Fry, and Greenberg will be studied. Students will do a series of short reviews of art exhibitions in the area as well as criticize reviews by local critics.
Open by permission of the instructor.

Mr. Moffett

**336 (2) Seminar. Museum Problems**
1
An investigation of the history and structure of the museum, the philosophy of exhibitions and acquisitions, and the role of the museum in modern society, combining the theory and practice of all aspects of museum work. Problems of conservation, exhibition, acquisition, publication, and education will be discussed. If the museum schedule permits, students will be involved in the planning and mounting of an exhibition. Visits to museums and private collections in the area will be arranged. Open by permission of the instructor to juniors and seniors.

Ms. Gabhart

**337 (2)* Seminar. Chinese Art**
1
Topic for 1977-78: To be announced.
Open by permission of the instructor to juniors and seniors who have taken 248.

Not offered in 1976-77.

Mrs. Clapp

**340 (2) Seminar. Images of the American City from the Civil War to the Depression**
1
A study of the evolving American metropolis of the late 19th and 20th centuries and its effect on the visual arts.
Prerequisite: 232 or permission of the instructor.

Mr. O'Gorman

**345 (1) (2) Seminar. Historical Approaches to Art for the Major**
1
Comparative study of the major art historical approaches and their philosophical bases: connoisseurship, iconography, theories of the evolution of art, theories of style, psychoanalysis and art, psychology of perception, and theories of art criticism. Strongly recommended to all art majors.
Open to juniors and seniors who have taken or are taking one Grade II unit in the department.

Mr. Moffett, Mrs. Clapp

**350 (1) (2) Research or Individual Study**
1 or 2
Open to qualified students by permission of the instructor and the chairman of the department.

**370 (1-2) Honors Program**
2 to 4
Required of all honors candidates in the department.

**380 (2) Mini Courses**
½
Intensive six-week study of a specialized topic in medieval or classical art. One unit of credit will be given for two mini courses; no credit will be given for one mini course.

Not offered in 1976-77.

## Directions for Election

### History of Art

An art major concentrating in history of art must elect both semesters of 100 (unless an exemption examination is passed) or 100 (1) and 150 (2), 204, and at least five further units in history of art. For distribution, students must elect at least one unit each in three of the following six areas of specialization: ancient, medieval, Renaissance, Baroque and 18th century, 19th and 20th centuries, non-western art. Art 345 and 305 may not be used to meet this distribution requirement. If approved by the chairman, courses elected at other institutions may be used to meet the distribution requirement. Although the department does not encourage overspecialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area, for example, medieval art or oriental art. Students interested in such a plan should consult the chairman of the department as early in the freshman or sophomore year as possible.

Students planning to major in history of art should plan to take 204 in the second semester of the sophomore year or in the first semester of the junior year.

Art 345 is strongly recommended for all majors, especially those who are considering graduate study in history of art.

A reading knowledge of German and French, or Italian, is strongly recommended for majors.

Knowledge of literature, history, philosophy, and religion is of great value to the student of art. See, for example, English 217, 220, 221, 223, 310, 314; Greek and Latin 104, 203; Philosophy 203; History 230, 231, 232, 233, 235, 242, 248, 250, 271, 275; Religion and Biblical Studies 108, 204, 216, 218, 251, 253, 254.

A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts. These are held in the museum and use objects from the collection for study. Seminars to be offered in 1976-77 include: The Application of Science in the Examination of Works of Art (1); Greeks, Romans and Barbarians (1); Coptic Textiles (1); Buddhist Mandala Symbols (2); Egyptian Sculpture (2).

Students interested in graduate study in the field of conservation of works of art should consult with the chairman of the department regarding chemistry requirements for entrance into conservation programs. Ordinarily at least two semesters of chemistry at the college level should be elected.

The attention of students is called to the interdepartmental major in classical and Near Eastern archaeology, and in medieval/renaissance studies.

**Studio Courses**

In order to receive full credit for studio courses, except 108 and 208, at least two units in the history of art must also be elected. The department recommends that the units in the history of art precede or be elected concurrently with the studio courses.

**105 (1) (2) Introductory Drawing**
1
Introductory drawing with emphasis on basic forms in spatial relationships. Stress on the essential control of line in a variety of media. Four periods of class instruction and four of studio practice.
Open to sophomores, juniors, and seniors, and by permission to freshmen who have studied art before entering college.

The Staff

**108 (1) (2) Introductory Photography**
1
Photography as a means of visual communication. Problems dealing with light, tonal values, two- and three-dimensional space, documentary and aesthetic approaches to the medium. Emphasis on printing and critical analysis of photographs. Four periods of class instruction. Limited enrollment.
Open by permission of the instructor.

Mrs. MacNeil

**204 (1) (2) General Techniques Course**
1
A survey of significant technical material related to the history of western painting from the Middle Ages to the modern period. Included are laboratory problems of purely technical nature requiring no artistic skill.
Open to other students who are taking Grade II or Grade III art history courses. Required of all art majors.

The Staff

**205 (1) (2) Introductory Painting**
1
A study of basic forms in plastic relationships in a variety of media. Four periods of class instruction.
Prerequisite: same as for 105.

Mr. Waltermire, Mrs. Harvey

**207 (1) Introductory Sculpture**
1
Analysis of forms using clay, direct plaster, and facilities permitting, elementary welding, to study closely the distribution of weight and volume in space and light. Additional weekly assignments involving three-dimensional analyses and constructions in paper. Four periods of class instruction. Studio fee for materials: $20.
Prerequisite: same as for 105.

Mrs. Lyndon

**208 (2) Advanced Photography**
1
The development of one's personal photographic vision through intensive technical and aesthetic studies in photography. Independent projects in which students are encouraged to combine studies in photography with work in related disciplines such as history, philosophy, creative writing, psychology. Study of the work of master photographers, writings on photography, and discussions with lecturers from various disciplines. Four periods of class instruction. Limited enrollment.
Prerequisite: 108 or permission of the instructor.

Mrs. MacNeil

**209 (2) Design I**
1
Basic problems in two and three dimensions stressing texture and composition. Four periods of class instruction.
Prerequisite: 105 or 205 or permission of the instructor.

Mrs. Sandman

**210 (1) Design II: Color**
1
Basic problems in the interaction of color. Four periods of class instruction.
Prerequisite: same as for 209.

Mr. Wentworth

**212 (1) Printmaking**
1
A study of raised image and intaglio printmaking including woodcut, etching, aquatint, and engraving. Four periods of class instruction. Studio fee for materials: $20.
Prerequisite: 105.

Mrs. Lyndon

**307 (2) Advanced Sculpture**
**1**
Problems in sculptural composition, both representational and abstract. Exploration of various media including plaster, wood, and metals. Technical considerations include basic shop procedures and use of power tools. Four periods of class instruction. Limited enrollment. Studio fee for materials: $20.
Prerequisite: 207 or permission of the instructor.

Mrs. Lyndon

**314 (1)* Advanced Drawing**
**1**
Problems dealing with the realization through graphic media of form, light, and volume. Students will be required to establish and work out an individual project during the second part of the course. Four periods of class instruction.
Prerequisite: 105.

Not offered in 1976-77.

**315 (1) Advanced Painting**
**1**
Continuing problems in the formal elements of pictorial space, including both representational and abstract considerations in a variety of media. Four periods of class instruction.
Prerequisite: 105 and 205.

Mrs. Sandman

**316 (2) Life Drawing**
**1**
Intensive analysis of anatomy, perspective, composition, chiaroscuro, with direct visual observation of the model. Four periods of class instruction.
Prerequisite: 105.

Mr. Waltermire

**317 (2) Seminar. Problems in the Visual Arts**
**1**
A concentrated study of individual problems in the visual arts in a variety of media. Students will be required to formulate a specific project to pursue throughout the semester. Emphasis is given to class discussions and criticisms on a regular weekly basis.
Prerequisite: 307 or 314 or 315.

Mrs. Harvey

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open to qualified students by permission of the instructor and the chairman of the department.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

## Directions for Election

**Studio Art**
An art major concentrating in studio art must elect 100, 105, 204, and at least four additional Grade II or Grade III units in studio art.

# Astronomy

Professor:
Birney

Assistant Professor:
Dinger, Little

**103 (1) (2) Introduction to Astronomy**
1
Relationships of earth and sky; the solar system, stars, and galaxies. Two periods of lecture and discussion weekly with a third period every other week; laboratory in alternate weeks, and unscheduled evening work at the Observatory for observation and use of the telescopes.
Open to all students.

The Staff

**112 (2) Evolution: Change through Time**
1
For description and prerequisite see Experimental 112.

**200 (2) Modern Physics**
1
For description and prerequisite see Physics 200.

**201 (1) Techniques of Intermediate Calculus**
1
For description and prerequisite see Mathematics 201.

**202 (1) Optical Physics**
1
For description and prerequisite see Physics 202.

**203 (2) Recent Developments in Astronomy**
1
Contemporary problems in optical, radio, and space astronomy. Astronomical observations from outside the earth's atmosphere. Radio galaxies and quasars.
Prerequisite: 103.

Miss Dinger

**204 (1) Introduction to Astrophysics**
1
The physical principles behind the analyses of stars, interstellar matter and galaxies.
Open to students who have taken 103 and are familiar with basic calculus and elementary physics (high school or college), or by permission of the instructor.

Miss Dinger

**206 (1) Basic Astronomical Techniques I**
1
Visual and photographic use of the telescopes. Optics applied to astronomical instruments. Astronomical coordinate systems. Spherical trigonometry. Conversion of time and use of Ephemeris. Star catalogs. Quantitative classification of stellar spectra.
Prerequisite: 103 and a familiarity with trigonometric functions.

Mr. Birney

**207 (2) Basic Astronomical Techniques II**
1
Measurement of stellar radial velocities. Photoelectric and photographic photometry. Applications of the Method of Least Squares and statistical methods. The semester's work includes an independent project at the telescope.
Prerequisite: 206 and Mathematics [111] or 116. Prerequisite or corequisite: 204.

Mr. Birney

**216 (2) Mathematics for the Physical Sciences**
1
For description and prerequisite see Extradepartmental 216.

**302 (2) Galactic Structure**
1
Distribution and kinematics of the stellar and nonstellar components of the galaxy. Galactic rotation, problems of spiral structure, the galactic nucleus, the halo.
Prerequisite: 204, and 201 or 216 or Mathematics 208.

Mr. Little

**304 (1)* Astrophysics—Stellar Atmospheres**
1
The physical nature of the sun and stars derived from analysis of their spectra.
Prerequisite: same as for 302.

Not offered in 1976-77.

Offered in 1977-78.

**349 (1)* Selected Topics**
**1**
Topic for 1976-77: The solar system. Topic for 1977-78: To be announced.
Prerequisite: same as for 302.

Mr. Little

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open to juniors and seniors by permission.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

### Directions for Election

The following courses form the minimum major: 204, 207, 216, 302; Physics 200, 202; and two additional Grade III units in astronomy or physics. Extradepartmental 110 is strongly recommended. In planning a major program students should note that some of these courses have prerequisites in mathematics and/or physics. Additional courses for the major may be elected in the departments of physics, mathematics, and astronomy.

A substantial background in physics is required for graduate study in astronomy.

A student planning to enter graduate school in astronomy should supplement the minimum major with courses in physics, including Physics 306 and, if possible, other Grade III work. The student is also urged to acquire a reading knowledge of French, Russian, or German.

See p. 32 for a description of Whitin Observatory and its equipment.

# Biological Sciences

Professor:
Widmayer

Associate Professor:
Coyne (Chairman), Allen

Assistant Professor:
Dobbins, Machtiger, Sanford, Busch, Webb, Gross, Williams

Instructor:
Harris

Laboratory Instructor:
Muise, Dermody

Laboratory of Electron Microscopy
Professor:
Padykula, Gauthier

Unless otherwise noted all courses meet for five periods of lecture, discussion, and laboratory weekly, except for seminars that meet for two periods.

**100 (1) Multicellular Plants and Animals**
**1**
Major biological concepts emphasizing relationships between structure and function through examination of selected plant and animal systems.
Open to all students except those who have taken [103] or [105].

The Staff

**101 (2) Cell Biology and Microbial Life**
**1**
Plant, animal and microbial cell structure, chemistry and function. Growth and reproduction of cells, energy relationships and genetics. Activities of microorganisms in their natural habitats.
Open to all students except those who have taken [104] or [106] or [107].

The Staff

**108 (2) Horticultural Science**
1
Fundamentals of cultivation and propagation of plants, the effects of chemical and environmental factors on their growth, and methods of control of pests and diseases. Laboratory includes work in the field and in the greenhouses. Not to be counted toward the minimum major in biological sciences.
Open to all students except those who have taken [208].

Mr. Sanford, Mr. Harris

**109 (1) Human Biology**
1
Study of anatomy and physiology of man. Some work on human genetics, nutrition, and immunology. Two lectures weekly with a double period every other week for demonstration-discussions. Does not meet the laboratory science distribution requirement. Will not count toward the minimum major in biological sciences.
Open to all students except those who have taken 100 or [105].

Mrs. Coyne

**112 (2) Evolution: Change through Time**
1
For description and prerequisite see Experimental 112.

**200 (2) Cellular Physiology**
1
Intensive study of cell function, physical characteristics of cells, energy metabolism and metabolic pathways, irritability of cells, membranes and membrane transport, evolution of enzyme systems, control mechanisms. Students intending to major should elect this course as soon as possible.
Prerequisite: 100 and 101 and one unit of college chemistry.

Mrs. Allen, Mr. Harris

**201 (1) Introductory Ecology**
1
An introduction to ecosystem structure and development, including population and community ecology, intraspecific and interspecific relationships among organisms, and biogeography. Emphasis on evolutionary aspects of ecology. Laboratory emphasis on field work and reduction and presentation of quantitative data.
Prerequisite: 100 or permission of the instructor.

Mr. Sanford, Mr. Williams

**202 (1) Comparative Anatomy**
1
Comparative anatomy of the chordates with emphasis on evolutionary trends within the vertebrate group. Dissection of representative forms including the dogfish and the cat.
Open to students who have taken 100 or [105] and to juniors and seniors without prerequisite.

Mr. Webb

**205 (1) Genetics**
1
Principles of inheritance, structure and function of hereditary informational molecules, application of genetic principles to biological problems. Laboratory and lecture material selected from plant, animal, microbial, and human studies. Students intending to major should elect this course before entering Grade III work.
Open to students who have taken 101 or by permission of the instructor.

Miss Widmayer, Mrs. Dermody

**206 (1) Histology-Cytology I: Cell and Tissue Structure**
1
The microscopic organization of animal cells and tissues. Ultrastructural and cytochemical features considered, especially in relation to functional activity. Laboratory study includes direct experience with selected histological and histochemical techniques.
Prerequisite: 101 or [106] or [107].

Ms. Padykula, Ms. Gauthier

**207 (2) Nonvascular Plants**
1
Morphology, taxonomy, and evolutionary relationships of representative fungi, algae, lichens, liverworts, and mosses. A field collection with concomitant identifications required. Laboratory includes microscopic observations of a diversity of genera and culturing of selected specimens.
Prerequisite: 100 or the equivalent or [103] or permission of the instructor.

Mr. Sanford

**209 (1) Microbiology**
1
Introduction to bacteriology, virology, and immunology. A detailed consideration of biological principles which characterize the microbial world. The microbiology of infectious disease and unique features of microorganisms will also be considered.
Prerequisite: 100 and 101. 200 or 205 strongly recommended.

Mr. Machtiger

**210 (2) Invertebrate Zoology**
1
Comparative study of the major invertebrate groups emphasizing evolutionary trends and adaptations to the environment.
Prerequisite: 100 or [105].

Mr. Williams

**211 (1)* Developmental Plant Anatomy**
1
Structure and function of cells, tissues, and organs comprising the plant body. Developmental aspects are utilized to enhance the understanding of plant structure and its variability. Investigations of plants in the laboratory, greenhouses, and growth chambers. Laboratory includes basic microtechnique, light microscopy, and photomicrography. Not open to students who have taken [203].
Prerequisite: same as for 207.

Not offered in 1976-77.

Mr. Dobbins

**212 (1)* Vascular Plants**
1
Basic morphological and phylogenetic relationships including aspects of reproduction, embryology, and modification of vegetative parts between psilopsids, lycopsids, ferns, and seed plants. Laboratory includes observation of living and prepared plant specimens in the field and in the greenhouses. Not open to students who have taken [203].
Prerequisite: same as for 207.

Mr. Dobbins

**213 (2) Neurobiology. The Biological Bases of Behavior**
1
An approach to the study of animal behavior emphasizing functions of the vertebrate brain. Topics will include functional and correlative neuroanatomy, behavioral observation techniques, and experimental procedures for the study of brain function and behavior.
Prerequisite: Minimum of two courses in Biological Sciences, including 100 or 109.

Mr. Busch

**216 (2) Concepts in Growth and Development**
1
Introduction to principles governing the growth and development of organisms. Lectures and laboratory integrate the use of plant, animal and microbial systems to illustrate concepts of development from the molecular to the gross morphological level.
Prerequisite: 100 and 101 or permission of the instructor.

Mr. Dobbins, Mr. Webb

**221 (1) (2) Biochemistry I**
1
For description and prerequisite see Chemistry 221.

**302 (2) Animal Physiology**
1
A study of organ systems in vertebrates. Basic cardiovascular, neural, respiratory, excretory, sensory, muscle and endocrine physiology covered each year. Special topics vary from year to year and have included digestion, nutrition, exercise physiology, high altitude or hyperbaric physiology, countercurrent systems and temperature regulation. Students gain experience in the use of kymographs, polygraphs, strain gauges, pressure transducers, stimulators, oscilloscopes, and other physiological measuring devices.
Prerequisite: 200 and two units of college chemistry, or permission of the instructor.

Mr. Busch, Mr. Gross

**303 (1) Plant Physiology**
1
Physiology of plant growth considering hormones, reproduction, mineral nutrition, water relations, photosynthesis, and other selected topics. Experimentation in the laboratory, greenhouses, and controlled environment chambers.
Prerequisite: same as for 302.

Mr. Harris

**304 (2) Histology-Cytology II: Structure of Organ Systems**
1
Analysis of the microscopic organization of organ systems, particularly those of the mammal. Detailed examination of selected specialized cells; the relationship of ultrastructural and cytochemical features to characteristic physiological processes.
Prerequisite: 206.

Ms. Padykula, Ms. Gauthier

**305 (2) Seminar. Genetics**
1
Cytological and biochemical aspects of gene structure and function, mutational and recombinational processes, problems of cellular differentiation.
Prerequisite: 205, and either 200 or Chemistry [201] or 211, or permission of the instructor.

Miss Widmayer

**306 (2) Embryology**
1
Ontogenetic development of animals including human. Discussion of current cellular and molecular theories of developmental biology. Laboratory emphasis on experimental analysis of mechanisms underlying development.
Prerequisite: 200 or 205 or permission of the instructor. 202 recommended. Starting in 1977-78 only 216 will be required.

Mr. Webb

**307 (1) Topics in Ecology**
1
Topic for 1976-77: Plant ecology. Investigation of individual plant species and vegetation in relation to environmental factors. Principles of vegetational structure, composition, and classification, utilizing the local flora, and vegetation types. Laboratories include field work, plant collections, and aspects of physiological ecology. Topic for 1977-78: Community-population ecology. In-depth study of population dynamics, speciation, competition, and pollution. Extensive readings in primary source material. Laboratory and field studies.
Prerequisite: 201 or permission of the instructor.

Mr. Sanford

**308 (2) Plant Morphogenesis**
1
Experimental study of internal and external factors affecting the development of form. Emphasis is placed on cellular differentiation and organogenesis. Tissue culture and preparation of tissues for cytochemical and microscopic study.
Prerequisite: 200, and either [203] or 207 or 211 or 212. For 1977-78, 216 or a combination of 200 and 211.

Mr. Dobbins

**312 (2) Seminar. Endocrinology**
1
Selected topics on the regulation and action of hormones and neurohormones in vertebrates. Emphasis on the study of current literature.
Prerequisite: 205 and 200 or permission of the instructor. 302 is strongly recommended.

Mrs. Coyne

**313 (1) Microbial Physiology and Cytology**
1
Microorganisms used as model systems for the study of cellular growth and its physiological basis, metabolic patterns, biochemical genetics, and relation of structure to function.
Prerequisite: same as for 305. 209 is strongly recommended.

Mrs. Allen

**314 (2) Seminar. Topics in Microbiology**
1
Topic for 1976-77: Virology. Nature of viruses, the biology of their replication and the interactions between virus and host cell.
Topic for 1977-78: Pathogenic microbiology and immunology. The biology of microbial pathogens and the diseases which they cause. Nature and function of the immune system. Interactions between pathogen and host defenses leading to development of infection and recovery from disease.
Prerequisite: 200, 205, 209 and Chemistry 211. It is strongly recommended that Chemistry 221 be taken as a prerequisite or corequisite.

Mr. Machtiger

**319 (1) Advanced Cytology: Biological Ultrastructure**
1
Introduction to the principles and major procedures of electron microscopy. Emphasis on interpretation of ultrastructural and cytochemical features of cellular components, particularly as related to functional activity. A knowledge of the basic principles of biochemistry strongly recommended.
Prerequisite: 304 and either Chemistry [201] or 211, and permission of the instructor.

Ms. Padykula, Ms. Gauthier

**326 (2) Biochemistry II**
1
For description and prerequisite see Chemistry 326.

**330 (1) Seminar**
1
Topic for 1976-77: Aquatic biology. Discussion and comparison of life in fresh water and in the oceans. Emphasis on ecology.
Open by permission of the instructor. 201 is strongly recommended.

Mr. Williams

**331 (1) Seminar**
**1**
Topic for 1976-77: Animal behavior. Selected topics, such as aggression, courtship, communication and orientation will be considered in the context of a general theory of animal behavior. Emphasis on neurophysiological and endocrinological control, including readings on experimental work involving brain stimulation and ablation, manipulation of hormones and extirpation of sense organs. Examples to be drawn from invertebrates and vertebrates. Discussion and reports on the literature.
Prerequisite: same as for 330.

Mr. Busch

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open to juniors and seniors by permission.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

## Directions for Election

A major in biological sciences must include two Grade I units or their equivalent, 200 and 205, which should be taken before declaring the major or before electing Grade III work, and at least two Grade III units in biology taken at Wellesley College. One of these Grade III units, exclusive of 350 or 370 work, must require laboratory experience. Two units of chemistry are also required. Additional chemistry is strongly recommended or required for certain Grade III courses.

Courses 108 and 109 do not ordinarily count toward the minimum major in biological sciences, but they do fulfill the College distribution requirements for the degree; 108 as a laboratory science; 109 as a nonlaboratory science course. Independent summer study and courses in biochemistry will not count toward the minimum major.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or microorganisms. A broad training in the various aspects of biology is recommended.

Students interested in an interdepartmental major in molecular biology are referred to the section of the Catalogue where the program is described. They should consult with the director of the molecular biology program.

Students interested in an individual major in psycho-biology should contact the department chairman as early as possible.

Students planning graduate work are advised to take calculus, statistics, organic chemistry, two units of physics, and to acquire a working knowledge of computers and a reading knowledge of a second language. They should consult the catalogues of the schools of their choice for specific requirements.

Premedical students are referred to the requirements given on p. 42.

# Black Studies

Associate Professor:
Martin (Chairman), Scott

Assistant Professor:
Spillers, Scarborough

**
Course may be elected to fulfill in part the distribution requirement in Group A
***
Course may be elected to fulfill in part the distribution requirement in Group B

The following courses form the core of offerings in Black studies.

**105 (2)*** Introduction to the Black Experience**
1
The course serves as the introductory offering in Black studies and explores in an interdisciplinary fashion salient aspects of Black history, culture, and life in Africa, the Caribbean, and the Americas. Its aim is to provide students with a fundamental intellectual understanding of the world Black experience as it is reflected in history, the humanities, and social sciences. Not open to students who have taken Black Studies 106 or [107] or [205]. Open to freshmen and sophomores without prerequisite, and to juniors and seniors by permission of the instructor.

Mr. Scott

**106 (2) Afro-American Music**
1
For description and prerequisite see Music 106.

**150 (1) (2)*** Colloquia**
1
For directions for applying see p. 44. Open by permission to a limited number of freshman and sophomore applicants.

(1)
a. The internationalization of Black Power

The Black Power movement of the 1960's and 1970's represents one of the most militant periods in Afro-American history, similar in many respects to the "New Negro" period after World War I. As was the case with the New Negro movement, the Black Power idea quickly spread to Black populations in many countries. This colloquium will discuss some of the highlights of the Black Power era in the United States, Canada, Britain, and the West Indies.

Mr. Martin

b. African Diaspora

An attempt to examine the assumptions—historical, logical, rhetorical, and cultural—which underlie the poetry of certain New World writers in the 20th century; e.g., Langston Hughes,Nicolás Guillén, Aimé Césaire, Edward K. Brathwaite, and the poetry of Black resurgence in the United States, the new poets of the 1960's. The colloquium will look at this poetry against its changing historical background.

Ms. Spillers

(2)
a. The internationalization of Black Power

For description see Black Studies 150 (1) a.

**202 (2)* *** Introduction to African Philosophy**
1
Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. Offered in alternation with 211.
Open to all students except those who have taken [302].

Mr. Menkiti

Not offered in 1977-78.

**206 (1-2)*** Afro-American History**
**1 or 2**
First semester: Afro-American history to 1865. Study of the political, economic, and social development of American Blacks from their African origins to the end of the Civil War. Second semester: Afro-American history since 1865. An analysis of the social, economic, and political developments within the Black community from the Reconstruction era to the emergence of Black Power. One unit of credit may be given for either semester.
Open to all students except those who have taken [204].

Not offered in 1976-77.

Mr. Scott

Offered in 1977-78.

**207 (1)** Revolution and Insurrection: The Neglected Literature of Nineteenth Century Black Americans**
**1**
The study of neglected Black fiction of the 19th century. Special attention is given to the efforts of Black authors of this period, despite their use of so-called "dialect," to project positive images of Black life and to promote Black political advancement. Pan-African and Third World themes in these writings are also explored.
Open to all students.

Mr. Scarborough

**208 (2)** Revolution and Insurrection: The Neglected Literature of Twentieth Century Black Americans**
**1**
Examination of neglected works of fiction by 20th century Black writers. Some comparisons will be made with earlier works to illuminate the various styles, themes, concepts, artistic merit, and orientation of Black fiction.
Open to all students.

Mr. Scarborough

**210 (1-2)** Black Drama in the Twentieth Century**
**1 or 2**
Basic concepts, subtleties, and complexities of the Black playwright and his interpretation of the various Black experiences that are an integral part of the Black man's existence in a racist society. Lonne Elder III, Ron Milner, Adrienne Kennedy, Alice Childress, Joseph Walker, James Baldwin, Imamu Baraka, Lorraine Hansberry, Ted Shine, William Branch, and Douglas Turner Ward are among the playwrights to be considered. Special emphasis on the aesthetics of Black drama and theatre in general. Students will also be given the opportunity to explore how Black drama has helped to save Broadway from its own artistic and economic decadence. One unit of credit may be given for either semester.
Open to all students.

Not offered in 1976-77.

Mr. Scarborough

**211 (1)* ** Introduction to African Literature**
**1**
The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as James Ngugi, Camara Laye, Wole Soyinka, Ezekiel Mphahlele, and Christopher Okigbo will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows. Offered in alternation with 202.
Open to all students.

Not offered in 1976-77.

Mr. Menkiti

Offered in 1977-78.

**215 (1)*** Nationalism and Political Integration in Tropical Africa**
**1**
An examination of concepts and patterns of African nationalism, the independence movement, nation building, and political systems development. Special attention will focus on the role of political parties in the functioning and development of modern African societies.
Prerequisite: Political Science [100] or 101 or permission of the instructor.

Not offered in 1976-77.

Offered in 1977-78.

**217 (2)*** Africa in World Politics**
**1**
A study of concepts of supranationalism, examination of emergent patterns of regionalism, Pan-Africanism and continental unity, Africa and the major powers, and African relations with the Third World.
Prerequisite: same as for 215.

Not offered in 1976-77.

Offered in 1977-78.

**220 (1)* *** The Black Religious Experience in America**
**1**
A historical and theological analysis of the religious experience in Afro-American communities, with emphasis on the origins, varied nature, and function of Black religion. Special attention is given to the works and thinking of major Black clergy and theologians as an aid to: 1) a systematic approach to the study of religion; and 2) an informed understanding of the limits and possibilities for religious involvement in a racially oppressive society.
Open to all students.

Not offered in 1976-77.

**226 (1)** History of Afro-American Art**
**1**
A survey of Afro-American art from colonial times to the present. Special attention will be given to the relationship between Afro-American art and social and cultural conditions in America.
Open to all students.

Mr. Gaither

**228 (2)** Black Literature in America**
**1**
Poetry and prose from slave narratives to the present day with emphasis upon modern major figures.
Open to all students.

Ms. Spillers

**230 (1-2)*** The Black Woman in American Society**
**1 or 2**
First semester: An analysis of the economic, social and political role of Black women in American society from a historical perspective, beginning with the African background through the era of slavery, Reconstruction, urban migration, two world wars, to the present. Special emphasis on the Black woman within the context of major Black social institutions such as family and church. Second semester: An examination of the problems of the contemporary Black woman in the United States. Topics include: the relationships between Black men and women; Black women and white men; Black women and white women; Black Sisterhood; the Black woman as wife and mother; the Black professional woman; and the role of Black women in both the struggle for Black and women's liberation. One unit of credit will be given for either semester.
Open to sophomores, juniors, and seniors without prerequisite, and to freshmen by permission of the instructor.

**240 (1-2)*** Inner-City Community Development**
**1 or 2**
This course will acquaint students with the practice and theory of community development from both the planning and implementational perspective. Five hours per week will be spent working at the Roxbury Action Program, a community development organization located in the Highland Park section of Roxbury. In addition to supervised site work, a biweekly seminar will be conducted to analyze the experience in light of community theory as well as long-range planning in Roxbury. Activities will be centered around aspects of physical and social planning and will include housing development, tenant relations, a health survey, youth work, a monthly newsletter, and manual labor (land clearing).
Prerequisite: schedule of classes that leaves a half day free on Monday, either morning or afternoon; evidence of serious commitment to *consistent* community work; permission of the instructor.

**310 (1-2)** Seminar. Black Literature**
**1 or 2**
Topic for 1976-77: Authentic and nonauthentic slave narratives. Part I of the seminar examines *authentic* slave narratives, those written by the slaves themselves. Part II concerns itself with the nonauthentic slave narratives, those involving a *second* party. Hopefully, a detailed look at the two categories of slave narratives will give students a total awareness of Black religion, folklore, history, autobiography, biography, drama, spirituals, and secular songs of the slaves. Also, close study of the authentic and nonauthentic slave narratives will give students the opportunity to see how the slaves successfully incorporated and made an *art of dissembling* in order to survive an oppressive society. One unit of credit may be given for either semester.
Prerequisite: one Grade II unit in literature or permission of the instructor.

Mr. Scarborough

**312 (2)*** Seminar. Black Sociology**
**1**
Topic for 1976-77: Race and sex—the making and breaking of the marginal person. An investigation of race and sex as the most important and rigid determinants of status and access to power for individuals in American society. Special attention to race and sex as categories clarifying the concept of marginality—the contradiction involved in being categorized as both dominant and subordinate at the same time as in the cases of the Black male and white female. Readings and student research will focus both on the theory and its application, using literature, personal experience, and hypothetical situations.
Open to juniors and seniors by permission of the instructor.

**316 (1)*** History of the West Indies**
**1**
Survey of political, economic, and sociological factors shaping West Indian society from Columbus to the present.
Open to sophomores by permission of the instructor and to juniors and seniors without prerequisite.

Mr. Martin

**319 (2)*** Pan-Africanism**
**1**
The historical efforts of Black people all over the world to unite for their mutual advancement will be examined. Such topics as 19th century emigrationist movements, the role of Afro-American churches in African nationalism, the Pan-African congresses of W. E. B. DuBois, the Garvey movement, the Pan-African ideas of Malcolm X, the Pan-African aspects of Southern African liberation movements and others will be discussed. The emphasis will be on the 20th century.
Prerequisite: 105 or Black Studies [106] or [107] or [205] or one unit in Black history or permission of the instructor.

Not offered in 1976-77.

Mr. Martin

Not offered in 1977-78.

**340 (2)*** Seminar. Afro-American History**
**1**
Topic for 1976-77: Marcus Garvey. Marcus Garvey's Universal Negro Improvement Association dominated the Afro-American scene in the decade after World War I and was a major influence in the lives of Black people in the West Indies, Central America, Africa and elsewhere. Garvey's program of race first, self-reliance, and Black nationalism was still very much alive in the Black Power era of the 1960's and 1970's. Elijah Muhammad, Malcolm X, and Shirley Chisholm are among the many politically active Black people who were associated with Garvey's movement in their formative years. This seminar will examine Garvey's ideas, impact, and struggles. Topic for 1977-78: Blacks and communists.
Open to qualified juniors and seniors and by permission to sophomores with a strong background in Black studies courses.

Mr. Martin

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to juniors and seniors.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

The following courses are offered as related work by other departments where they are described and may be counted toward the major in Black studies.

**210 (2) Racial and Ethnic Minorities**
See Sociology and Anthropology 210.

**212 (1) Urban Politics**
See Political Science 212.

**244 (1) Societies and Cultures of Africa**
See Sociology and Anthropology 244.

**254 (1) United States Urban History**
See History 254.

**267 (1) History of Africa. West Africa**
See History 267.

**268 (2) History of Africa. East, Central, and Southern Africa**
See History 268.

**318 (1) Race and Conflict in Southern Africa**
See History 318.

### Directions for Election

The requirements for the major are consistent with the concept of Black studies as a multi-disciplinary field of study. The requirements are designed to provide a wide range of knowledge and analytical ability as well as a firm foundation in an area of specialization, such as history, economics, or political science.

It is recommended that two units be elected in each of the three general areas of Black history, humanities, and the social sciences as multi-disciplinary training. As the basic introduction to the discipline of Black studies, 105 is required for the major. At least four units must be taken in a single discipline as a field of specialization.

In addition to formal course work, the program offered in Black studies is comprised of special events—lectures, concerts, conferences, festivals—and of a field studies program that provides students with work experience in neighboring Black communities.

# Chemistry

Professor:
Crawford, Webster, Rock

Associate Professor:
Loehlin•, Hicks (Chairman)

Assistant Professor:
Kolodny, Levy, Kahl, Lieberman, Bowie, Blum•[1]

Laboratory Instructor:
Darlington, Mann, Smith[3], Lieberman[3]

Unless otherwise noted, all courses meet for two periods of lecture and one three-and-one-half hour laboratory appointment weekly. The Selected Topics courses will generally be taught without laboratory, but may include laboratory for some topics.

**100 (1) Fundamentals of Chemistry**
1
The periodic table, atomic structure, chemical formulas and equations; states of matter, properties of solutions, equilibria in solution, electrochemistry; introduction to chemical energetics and kinetics. Three periods of lecture and one three-and-one-half hour laboratory appointment weekly. Not open to students who have taken 103 or [106] or [107]. Open to students who offer little or no chemistry for admission (see Directions for Election).

Ms. Kolodny

**101 (1) Contemporary Problems in Chemistry I**
1
Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1976-77: Chemical perspectives on the energy crisis. A consideration of heat, temperature and energy by solar and nuclear processes and environmental problems associated with such processes. Not to be counted toward the minimum major. Students wishing credit for more than one unit of 101-102 should consult the department.
Open to all students except to those who have taken 100, 103, 104 or their equivalents.

Mr. Kahl

**102 (2) Contemporary Problems in Chemistry II**
1
Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1976-77: Chemistry in the service of art. Not to be counted toward the minimum major. Students wishing credit for more than one unit of 101-102 should consult the department.
Open to all students except to those who have taken 100, 103, 104 or their equivalents.

Ms. Rock

**103 (1) (2) Introductory Chemistry I**
1
States of matter, properties of solutions, equilibria in solution, electrochemistry; introduction to chemical energetics and kinetics. Recommended for students who have taken [106] and wish to elect advanced work in chemistry.
Open to all students who present chemistry for admission except those who have taken 100 or [107].

The Staff

**104 (1) (2) Introductory Chemistry II**
1
Quantum theory of atomic and molecular structure, chemical bonding, chemistry of elements. Not open to students who have taken [106].
Prerequisite: 100 or 103.

The Staff

**112 (2) Evolution: Change through Time**
1
For description and prerequisite see Experimental 112.

**211 (1) (2) Organic Chemistry I**
1
A study of the synthesis and reactions of typical organic compounds with emphasis on the chemistry of aliphatic molecules. There may be an additional meeting each week for students who exempted 103 or 104. Not open to students who have taken [201].
Prerequisite: 104 or [107].

Ms. Crawford, Ms. Webster

**221 (1) (2) Biochemistry I**
1
A study of the chemistry of proteins and nucleic acids, with emphasis on structure-function relationships. Particular emphasis on the mechanism of enzyme action. Not open to students who have taken [324].
Prerequisite: [201] or 211. Biology 205 is recommended.

Ms. Hicks

**231 (1) (2) Physical Chemistry I**
1
Properties of gases, chemical thermodynamics, properties of solutions and chemical kinetics. Not open to students who have taken [203].
Prerequisite: 104 or [107], Mathematics [111] or 116, and Physics [100] or [103] or 104 or 105 or 106 or 110.

**241 (1) Inorganic Chemistry**
1
Chemical periodicity, structure and reactivities in inorganic systems. Not open to students who have taken [304].
Prerequisite: [201] or 211.

Mr. Kahl

**261 (2) Analytical Chemistry**
1
Classical and instrumental methods of separation and analysis, structure determination, quantitative manipulations, statistical treatment of data. One lecture and two laboratory meetings each week. Not open to students who have taken [300].
Prerequisite: [201] or [203] or 211 or 231.

Mr. Lieberman

**306 (1) Seminar**
1
Each year an important topic will be studied from a variety of chemical perspectives. Topic for 1976-77: Chemistry and the Nobel prizes. One two-period meeting per week. No laboratory.
Open to all students regardless of major who have completed two units of chemistry beyond the Grade I level and who have permission of the instructor.

Ms. Webster

**309 (1) Foundations of Chemical Research**
**1**
Advanced study of research design and methods through the literature and the laboratory. Two three-and-one-half hour periods of lecture and/or laboratory each week.
Prerequisite: 211, 231 and 261.

Mr. Lieberman

**313 (1) (2) Organic Chemistry II**
**1**
A continuation of 211, with emphasis on the chemistry of aromatic molecules. Not open to students who have taken [210] or [303].
Prerequisite: [201] or 211.

**319 (1)* Selected Topics in Organic Chemistry**
**1**
Normally a different topic each year.
Prerequisite: [210] or [303] or 313, and permission of the department.

Not offered in 1976-77.

Offered in 1977-78.

**326 (2) Biochemistry II**
**1**
A study of biochemical energetics, intermediary metabolism, with emphasis on the mechanism of individual enzymatic reactions, functions of coenzymes, problems of physiological regulation. Not open to students who have taken [325].
Prerequisite: 221 or [324], and [203] or 231. 313 and Biology 200 are recommended.

**329 (1)* Selected Topics in Biochemistry**
**1**
Topic for 1976-77: To be announced.
Prerequisite: 221 or [324], and permission of the department.

**333 (2) Physical Chemistry II**
**1**
The structure of solids and liquids, introduction to quantum chemistry, bonding and spectroscopy. Not open to students who have taken [305].
Prerequisite: [203] or 231, Physics 106 or 110 and Mathematics 201, 207 or 215.

Ms. Kolodny

**339 (2)* Selected Topics in Physical Chemistry**
**1**
Topic for 1976-77: Magnetic resonance spectroscopy of biological molecules.
Prerequisite: [203] or 231, and permission of the department.

Ms. Kolodny

**349 (2)* Selected Topics in Inorganic Chemistry**
**1**
Normally a different topic each year.
Prerequisite: 241 or [304], and permission of the department.

Not offered in 1976-77.

Offered in 1977-78.

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to students who have taken at least two units in chemistry above the Grade I level.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

## Directions for Election

Students who present little or no chemistry for admission should elect Chemistry 100. All students electing Chemistry 100 or 103 should complete the placement questionnaire available from the department.

A major in chemistry must include 100 or 103 or [107] and 104 or [106] or their equivalent, [201] or 211, [303] or 313, [203] or 231, and [305] or 333, plus two additional units exclusive of 350 and 370. In addition, Mathematics 201, 207 or 215 and a Grade II unit of physics are required.

Students planning graduate work in chemistry or closely allied fields should plan to elect 241 and 261, and should also strongly consider additional mathematics and physics courses. A reading knowledge of German and either French or Russian is required in many graduate programs.

Students planning to elect Organic Chemistry I and II and/or Physical Chemistry I and II are urged to elect both units I and II in the same academic year whenever possible.

Students interested in biochemistry or molecular biology are referred to the section of the Catalogue where the interdepartmental major

in molecular biology is described. They should consult with the director of the molecular biology program.

Premedical students are referred to the requirements given on p. 42. Note that either [203] 231 or [210] 313 is acceptable to most medical schools as the fourth chemistry unit.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the chairman of the Department of Chemistry.

### Placement and Exemption Examinations

Students who have had Advanced Placement courses, or two years of secondary school chemistry, or other unusually good preparation should consider the possibility of exempting [106] 104 and/or [107] 103 by examination. For exemption with credit students will be expected to submit laboratory notebooks or reports.

# Chinese

Associate Professor:
Lin (Chairman), Tai

Lecturer:
Yu, Yao

Attention is called to the opportunity for residence in the Chinese Corridor in Shafer Hall.

**101 (1-2) Elementary Spoken Chinese**
2
Introduction to vernacular Mandarin Chinese. Pronunciation, sentence structure, conversation and reading. Three periods. 101 and 102 combined form the first-year Chinese course.
Open to all students. Corequisite: 102.

Mrs. Lin

**102 (1-2) Basic Chinese Reading and Writing**
1
Development of reading skills of simple texts and in character writing in both regular and simplified forms. One period with an additional hour for smaller group discussions or individual assignments. 101 and 102 combined form the first-year Chinese course.
Open to all students. Corequisite: 101.

Mrs. Yao

**151 (1-2) Advanced Elementary Chinese**
2
A further study with emphasis on speaking, reading, writing, and analyzing in vernacular Mandarin. Conversational practice stressing the building of verbal skills in daily life and intellectual topics. Three periods.
Open to students with 200 characters as active knowledge or who can speak some Mandarin and/or any kind of dialect fluently, and by permission of the instructor.

Mrs. Yao

**201 (1-2) Intermediate Chinese Reading**
**2**
Reading with emphasis on vocabulary building; review and further development of sentence structure, composition, and oral expression. Newspaper reading. Three periods. 201 and 202 combined form the second-year Chinese course.
Prerequisite: 101 and 102 taken concurrently, or permission of the instructor. Corequisite: 202.

Mr. Tai, Mrs. Yu

**202 (1-2) Intermediate Conversational Chinese**
**1**
Discussion of current events and cultural topics. One period with an additional hour for smaller group discussions or individual assignment. 201 and 202 combined form the second-year Chinese course.
Prerequisite: same as for 201. Corequisite: 201.

Mr. Tai, Mrs. Yao

**231 (1) Chinese for the Bilingual**
**1**
Readings from selected short stories, plays, newspapers and current periodicals for discussion and imitation. Emphasis on the behavior of parts of speech as they relate to English. Conversational practice stressing the building of verbal skills for discussion of intellectual topics and current events. Three periods.
Prerequisite: 151 or by permission of the instructor.

Mr. Tai

**241 (1)* Chinese Literature in Translation I**
**1**
A survey of Chinese literature in the classical language. The course begins by contrasting the simple language and imagery of the northern *Book of Songs* with the complex, shamanistic *Songs of the South*. The evolution of narrative is then traced from its origins in early historical writings such as the *Tso Chuan*, through *Ssu-ma Ch'ien*, to the emergence of fiction in the T'ang. The course concludes with a study of major lyrical poets from T'ao Ch'ien to Su Tung-p'o. Conducted in English. Offered in alternation with 242. Open to sophomores, juniors, and seniors without prerequisite, and to freshmen by permission of the instructor.

Not offered in 1976-77.

Mr. Tai

**242 (1)* Chinese Literature in Translation II**
**1**
A survey of Chinese literature from T'ang tales (618-905 A.D.) to contemporary literature, dealing with the emergence of vernacular fiction. The focus will be on T'ang and Sung short stories, Yuan drama, Ming and Ching novel and the literary works from the May 4th movement through the post-Liberation era. Offered in alternation with 241.
Prerequisite: same as for 241. Open to sophomores, juniors, and seniors, or by permission of the instructor.

Mr. Tai

**252 (1) Readings in Modern Style Writings**
**1**
Reading and discussion in Chinese of selections from contemporary Chinese writings, including plays, poetry and essays on various topics such as economics, history, philosophy, political theory, and sociology. Three periods.
Prerequisite: 201 and 202 taken concurrently, or permission of the instructor.

Mrs. Lin

**300 (2) Readings in Contemporary Chinese Literature**
**1**
Reading and discussion in Chinese of selections from short stories, novels, and essays. Three periods.
Prerequisite: 231 or 252 or by permission of the instructor.

Mrs. Yu

**301 (2) Readings in Expository Writings of Revolutionary China, before and after 1949**
**1**
Readings and discussions in Chinese of selections from revolutionary China pre- and post-1949, including the works of Mao Tse-Tung and important issues of various revolutionary cultural movements in China, with strong focus on political and social aspects. Three periods.
Prerequisite: 252 or by permission of the instructor.

Mrs. Lin

**310 (1) (2) Introduction to Literary Chinese**
**1**
Wen-yen grammar, reading, and discussion in Chinese of selections of simple texts in classical Chinese. Two periods.
Prerequisite: 231 or 252 or by permission of the instructor.

Mrs. Yu

**311 (2) Readings in Elementary Classical Chinese**
**1**
Reading and discussion in Chinese of selections of poetry, prose, traditional short stories, and novels. Two periods.
Prerequisite: 310 or permission of the instructor.

Mrs. Yu

**316 (1) Seminar. Chinese Literature in the Twentieth Century**
**1**
Study of works and authors in Chinese theatre, poetry, novels, etc.
Topic for 1976-77: Development of contemporary Chinese theatre from the May 4th movement to the present.
Prerequisite: 300 or 301, or by permission of the instructor.

Mr. Tai

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to qualified students.

## Directions for Election

Although the College does not offer a major in Chinese language and literature, students who major in East Asian studies or Chinese studies that relate to China should consult the chairman of the department and the advisor early in the college career.

For students majoring in East Asian studies who do not intend to do graduate work, at least one year of Chinese is encouraged, but not required. Students who wish to do graduate work in East Asian studies are advised to complete at least two years of Chinese language training.

For students majoring in East Asian studies, with a concentration of Chinese studies, the minimum requirement is three years of Chinese language and literature in the original Chinese. Extradepartmental 106; History 275, 276, 345, 346; Political Science 300, 305; Art 248, 337; and Religion 250, 253, 254, and 305 are strongly recommended as related courses. Students who wish to take Chinese 252 or other courses in Chinese literature are advised to have a knowledge of Chinese culture or history. For this, History 275 and 276 are recommended.

Course 350 is an opportunity for properly qualified students to work independently in fields not covered in other courses in the department. It can also provide continuing study in classical Chinese literature.

# Economics

Professor:
Bell, Goldman (Chairman), Newell, Ilchman, Morrison

Assistant Professor:
Painter, Ladd•[2]

Instructor:
Horner, Ratner, Robinson, Case

Visiting Professor:
Calderwood[3]

**101 (1) (2) Survey of Modern Economics—Microeconomics**
**102 (1) (2) Survey of Modern Economics—Macroeconomics**
**1 each**
Each course may be taken independently and in any order; each contains an overview of the nature of economics and economic systems. Microeconomics, in 101, analyzes the choices of individual firms and households in the markets where they buy and sell. Equity and efficiency considerations of income distribution, health, education, the environment, and other policy problems of social welfare. Macroeconomics, in 102, analyzes current problems and policies of national income and GNP; supply and demand; labor and management; some accounting and stock market analysis, the role of government; money and banking, inflation and employment; prosperity and depression; and international payments and balance of trade. Freshmen in special sections with weekly tutorial (See Economics 355.)
Open to all students.

The Staff

**201 (1) (2) Microeconomic Analysis**
**1**
Microeconomic theory; analysis of the individual household, firm, and industry.
Prerequisite: 101 and [100] or 102.

Mrs. Painter, Mr. Morrison

**202 (1) (2) Macroeconomic Analysis**
**1**
Macroeconomic theory; analysis of aggregate income, output, and employment.
Prerequisite: same as for 201.

Mr. Ratner, Mrs. Robinson

**203 (2)* Economic History**
**1**
An economic analysis of European development in the 18th and 19th centuries. A selective application of classical and neoclassical growth models. The development of the market system and modern economic society.
Prerequisite or corequisite: 101 and [100] or 102.

Not offered in 1976-77.

**204 (1)* American Economic History**
**1**
The "new" economic history. A sectoral and factoral analysis of the development of the American economy from colonial times to the 20th century. The economics of slavery and the Civil War. The emergence of an industrial state.
Prerequisite: same as for 203.

Not offered in 1976-77.

Mr. Morrison

**205 (1) The Corporation**
**1**
The development of the modern corporation and its place in the economy. Corporation organization and financial management. Financial markets; the technical and fundamental aspects of the stock market. Government regulation of corporations and markets.
Prerequisite: same as for 203.

Mr. Calderwood

**210 (2) Money and Banking**
**1**
The structure and operation of the monetary system. Commercial banking and other financial institutions. The Federal Reserve System. Monetary theory and policy.
Prerequisite: same as for 201.

Mr. Ratner

**211 (1) (2) Elementary Statistics**
**1**
Descriptive statistics and an introduction to statistical inference. Expected values, probability distributions, and tests of significance. Classical models of bivariate and multiple regression. Problem solving by means of the time-sharing computer.
Prerequisite: same as for 201.

Mrs. Ladd, Mr. Case

**225 (1) Urban Economics**
1
Analyses of the urban and suburban economies with particular reference to urban renewal, income distribution, transportation, housing markets, employment, and the economic development of the inner city.
Prerequisite: same as for 201.

Mr. Case

**230 (1)* Labor Economics**
1
Activities and policies relating to American Labor. Growth and composition of a labor force. Labor unions and collective bargaining. Public policy; social legislation.
Prerequisite: same as for 201.

Mrs. Painter

**240 (1)* The Economics of Controversy**
1
Income distribution data and how to analyze them: who gets what in this country and elsewhere. Programs and policies for welfare and income maintenance: the economics of sharing.
Prerequisite: same as for 201; students with further work in economics admitted only if enrollment permits. Offered in alternation with 307.

Mrs. Bell

**245 (1)* Law and Economics**
1
The interplay and sometimes conflict between economics and law. Among the topics considered are the role of anti-trust law, tax law, commercial arbitration, regulatory agencies, securities regulation, and public choice.
Prerequisite: 101 and 102.

Not offered in 1976-77.

**249 (2) Seminar. The Economics of Environmental Disruption**
1
Is economic growth without environmental deterioration possible? The economic forces (externalities) which cause pollution; the costs and who bears the costs; the energy crisis; the implications of zero economic growth; the extent of the problem and possible solutions both here and abroad.
Prerequisite: same as for 201.

Mr. Goldman

**301 (2) Comparative Economic Systems**
1
The economics of capitalism, socialism, fascism, and communism.
Prerequisite: 201 or 202.

Mr. Goldman

**302 (2) Economic Development**
1
The problems and possibilities of the less developed countries.
Prerequisite: same as for 301.

Mrs. Painter

**305 (2)* Industrial Organization**
1
Analysis of the structure, conduct, and performance of particular industries in the economy.
Prerequisite: 201.

Mr. Horner

**307 (1)* Consumption and Marketing**
1
Analysis of the theory of consumer choice and of market models applied to patterns of income, spending, and saving. Offered in alternation with 240.
Prerequisite: 201, 202, and 211.

Not offered in 1976-77.

Mrs. Bell

**310 (1) Public Finance**
1
Principles, practices, and economic effects of the public sector. The goals of public finance. A seminar treatment of current issues of fiscal policy.
Prerequisite: 201.

Mrs. Ladd

**312 (2) Economics of Accounting**
1
How economists use accounting data in financial analysis and cost accounting in determining price policy and capital spending. Social accounting and the economy: aggregate data and their analysis.
Prerequisite: 201.

Mrs. Bell

**314 (1) International Economics**
1
Theory of international trade. Methods of adjustment to disequilibrium in balance of payments. The impact of international movements of commodities and capital on economic activity in the past and since World War II. Current problems: international liquidity, economic integration, the United States balance of payments.
Prerequisite: 201 and 202.

Mrs. Robinson

**315 (2)* History of Economic Thought**
**1**
The development of economic thought from ancient to modern times. A brief survey of early economic ideas followed by a more detailed examination of the history of economics since 1776. The systems of the leading economists in the light of their own times and of the present day.
Prerequisite: 201.

Not offered in 1976-77.

**316 (1)* Recent Economic History**
**1**
Economic history from the depression to the "new" economics. Stagnation, growth, and inflation: an analysis of the major economic events of the 1950's and the 1960's.
Prerequisite: 202.

Mr. Morrison

**317 (1) Seminar. Mathematical Economics**
**1**
Applications of elementary calculus to selected topics in economic theory. Use of basic econometric techniques to estimate consumption, investment, and price relationships. Problems and use of computation facilities.
Prerequisite: same as for 307.

Mr. Horner

**330 (1)* Seminar. The Distribution of Income**
**1**
A theoretical and empirical study of the distribution of income. Who gets what in the American economy? Problems of equity and efficiency. Social policy, including measures to equalize income, to redistribute income, or to influence its receipt and expenditure.
Prerequisite: 201 and 202, one of which may be taken concurrently.

**335 (2) The Economics of Higher Education**
**1**
The financing of public and private higher education; rising costs and increased productivity in a service industry, equity of access and redistributional effects of educational spending. The economic implications of the Carnegie Commission Report; Wellesley College used as one case study.
Prerequisite: same as for 314.

Mrs. Ilchman

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to juniors and seniors who have taken 201 and 202.

**355 (1-2) Honors Tutorial Seminar**
**2**
Open to senior majors nominated by the department. Topics in economic theory and policy analyzed by independent and/or team research; oral presentation and critique in weekly seminar. Responsible for weekly tutorials for freshmen electing Economics 101-102. Where appropriate tutorial work may be developed into an honors program which will require a public lecture and defense of a research topic.

Mrs. Bell, Mr. Morrison

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

## Directions for Election

The complete survey course consists of both 100 level courses. Neither 101 nor 102 is a prerequisite for the other and either may be elected separately for one unit of credit.

A student who plans to take any course after [100], 101 and 102, should consult either the instructor or the department chairman.

Courses 201, 202, and 211 are required for the major and should be taken at Wellesley. If a student proposes to take these courses at another institution, these plans must be approved in advance by the department chairman. Either Economics 203 or 204 is recommended for the major. At least half of the Grade III units in the major should be taken at Wellesley. Plans to elect more than half of the advanced level work at another institution must receive prior approval from the chairman.

Students planning careers in business or law should also give special consideration to 205, 210, 305, 307, 310, 312, and 314. Those who plan to study economics in graduate school should take 317.

All students are strongly urged to take mathematics as a related subject. For those going into graduate work in economics, calculus and linear algebra have proven to be particularly helpful.

# Education

Professor:
Ilchman

Assistant Professor:
Sleeper (Chairman), Foster, Bane[3]

Associate in Education:
Rokicki

**101 (1) Education in Historical Perspective**
**1**
Study of education as the active and deliberate pursuit of standards and principles for individual and community life in western history. Investigation of various institutions which intentionally transmit a culture's values and knowledge. Changing educational processes and patterns as related to economic developments and to changing assumptions about human nature, the nature of society and ways of knowing and valuing. Emphasis on historical materials and their analysis.
Open to all students.

Ms. Foster

**200 (2) Modern Philosophies of Education**
**1**
Analysis of the components of an educational philosophy and their implications for pedagogy. Studies of essentialism, experimentalism, and existentialism as ideologies of education.
Prerequisite: 101 or permission of the instructor.

Mr. Sleeper

**206 (1) Women, Education and Work**
**1**
Examination of ways in which the educational system and the structure of work affect the lives of women, from a sociological and public policy point of view. Relationships between educational and economic institutions. Intersections between the family lives and work lives of women. Comparison with the lives of men. Institutional bases of discrimination. Public policy alternatives.
Prerequisite: same as for 208.

Not offered in 1976-77.

Ms. Bane

Offered in 1977-78.

**208 (2) Growing Up Female: Varieties of Educative Eperiences of Women in American History**
**1**
Examination of the role of education in shaping the lives of women in American history. Exploration in biographies and autobiographies of women's efforts to educate themselves and of individual and/or group self-consciousness in processes of education. Open to all students who have taken one unit in Group B.

Ms. Foster

**212 (1) History of American Education**
**1**
Patterns and processes of education, including schooling, in American history. Evaluation of the nature and uses of education in shaping American culture. Educational changes related to broader political and economic developments in American history. Open to all students.

Not offered in 1976-77.

Ms. Foster

**216 (2) Education, Society, and Social Policy**
**1**
Investigation of the ways in which the educational system creates, maintains, and reflects social structures; the constraints which the social structure places on education as an instrument of social policy. The concepts and methods for arriving at a sociological understanding of the educational system. Cases illustrating the relations among education and social policy; e.g., the extension of compulsory schooling; the development of equal opportunity; the rights of students in educational institutions.
Prerequisite: 101 or Sociology 102.

Ms. Bane

**228 (1)* Population and Society**
**1**
An introduction to population studies. Topics will include: the dynamics of population growth and change; the demographic transition; fertility control and the status of women; effects of population change on households and social institutions; population and natural resources. Cases of population change will be examined in both developed and less developed countries, followed by a survey of current population problems and possible solutions. Not open to students who have taken Sociology 208.
Prerequisite: Sociology 102.

Ms. Bane

Not offered in 1977-78.

**300 (1) The Secondary School**
1
Aims, organization and administration of United States secondary schools, including "free" schools. Topics include history of the secondary school, secondary school education in relation to adolescent development and the role of the secondary school in the community.
Prerequisite: 101.

Mr. Sleeper

**302 (2) Methods and Materials of Teaching**
1
Study and observation of teaching objectives and classroom procedures in secondary schools. Review of learning theories. Examination of curriculum materials in major teaching fields and of curriculum planning in general. Open only to seniors doing student teaching. Students electing 302 and 303 may include in addition one unit of independent study in the same semester.
Prerequisite: 300 or permission of the instructor. Corequisite: 303.

Mr. Sleeper

**303 (2) Curriculum and Supervised Teaching**
1
Observation, supervised teaching, and curriculum development in student's teaching fields throughout the semester. Attendance at secondary school placement required five days a week. Students electing 302 and 303 may include in addition one unit of independent study in the same semester.
Corequisite: 302.

Mr. Sleeper

**305 (1) Seminar. Developmental Theory and Curriculum**
1
Examination of the philosophical and psychological components of developmental theory as an ideology of education. Emphasis on the application of the theory to the design of curriculum. Analysis of ways in which academic subjects may be defined for pedagogic purposes within a developmental framework.
Prerequisite: 101 or Psychology 101.

Mr. Sleeper

**307 (2) Mass Media as Educators**
1
How radical changes in the technology of communication have altered modes of learning and the acquisition of values. Learning about the world through books *vs.* learning from mass-circulation newspapers; learning verbally *vs.* learning from television pictures. An examination of the role of formal teachers and of those in charge of television programming with emphasis on the responsibility accruing to the latter in view of their power to influence what society comes to know and how it comes to know it.
Prerequisite: Sociology 215 or by permission of the instructor.

Ms. Foster

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open to juniors and seniors by permission.

## Directions for Election

The department offerings are intended to acquaint students systematically with the history of compulsory free education as developed in the United States and now practiced in many countries under different forms, the philosophies which underlie these efforts, the problems to be solved, and, as an adjunct, to aid students who wish to enter teaching immediately after graduation.

Students who intend to teach should (in their freshman year if possible) consult the department concerning the various city and state requirements for the certificate to teach and the appropriate undergraduate preparation for fifth year and paid intern programs which combine professional study with further study in teaching fields and lead to advanced (M.A.T., Ed.D., Ph.D.) degrees.

For those interested in secondary school teaching upon graduation, the following program is recommended:

| | |
|---|---|
| Freshman year: | Education 101 and Psychology 101 |
| Sophomore and/or Junior year: | Education 200, and 212 or 216<br>Psychology 212 or 217 or 219 |
| Senior year: | Education 300 (may also be taken junior year)<br>Education 302 and 303 |

Preparation to teach in elementary schools should include:

| | |
|---|---|
| Freshman year: | Education 101 and Psychology 101 |
| Sophomore and/or Junior year: | Education 200, and 212 or 216, and Psychology 207 |

A summer program, preferably preceding the senior year, at another accredited institution should include Methods and Supervised Teaching for the Elementary School. With careful planning the same courses can be taken under the Twelve College Exchange Program.

# English

Professor:
Corsa, Lever, Quinn, Layman (Chairman), Ferry•, Garis, Spacks•, Craig

Associate Professor:
Gold, Pinsky, Gertmenian, Sabin

Assistant Professor:
Cole•[2], Faville, Spillers, Killoh, Saunders, Beaton

Lecturer:
Eyges, Stubbs, Moss[3], Bidart[3], Wilson[3]

**100 (2) Tutorial in Expository Writing**
1
For description and prerequisite see Extra-departmental 100.

**108 (2) Interpretations of Man in Western Literature**
1
For description and prerequisite see Extra-departmental 108.

**109 (1) (2) Expository Writing I**
1
Instruction in the fundamentals of writing expository essays.
Open to all students.

The Staff

**110 (2) Expository Writing II**
1
A continuation of 109. Weekly assignments designed to meet the student's particular interests and needs. Frequent conferences. Open to students who have taken 109 and have the consent of their advisor or class dean.

Not offered in 1976-77.

Mrs. Stubbs

**150 (1) (2) Colloquia**
1
For directions for applying see p. 44.
Open by permission to a limited number of freshman and sophomore applicants.

(1)
a. Literary Boston

Nineteenth century Boston writers: their relationships to each other and to the city. Writings of John and Henry Adams, Emerson, Hawthorne, James; trips to exhibits and historical places in the city.

Mrs. Cole

b. African Diaspora

For description see Black Studies 150 (1) b.

Ms. Spillers

(2)
c. Women writers

Southern and midwestern writers: an exploration of the effect of place on the styles and ideas of writers such as Eudora Welty, Katherine Anne Porter, Flannery O'Connor, Ellen Glasgow, Carson McCullers, Willa Cather, Toni Morrison, and Kate Chopin.

Ms. Killoh, Ms. Saunders

**200 (1) (2) Short Narrative**
1
The writing of sketches and the short story. For interested students, experience in the writing of one-act plays.
Open to all students by permission of the instructor.

Miss Lever, Mr. Pinsky, Ms. Killoh, Mrs. Moss

**201 (2) The Critical Essay**
1
The writing and revising of critical essays in conjunction with readings in important contemporary criticism. Usually organized around the work of a single author.
Open to all students.

Miss Craig, Mr. Beaton, Mrs. Eyges

**202 (1) (2) Poetry**
1
The writing of short lyrics and the study of the art and craft of poetry.
Prerequisite: same as for 200.

Mr. Pinsky, Mr. Bidart

**209 (1) (2) Critical Interpretation**
1
A course designed to increase power and skill in the critical interpretation of literature, by the detailed reading of poems, mostly short, as individual works of art and in historical context. A sequence of poems drawn from the Renaissance to the Modernist period. Sections of the course to meet twice a week, with scheduled lectures about once every two weeks, historical in perspective.
Open to all students.

Mr. Quinn, Mr. Garis, Miss Craig, Mr. Gold, Mr. Pinsky, Mrs. Gertmenian, Mrs. Sabin, Mr. Beaton

**210 (1) (2) Modern Poetry**
1
British and American poetry and poets, recent and contemporary.
Open to all students.

Mrs. Sabin, Mr. Bidart

**212 (1) (2) Modern Drama**
1
The study of British, American, and European drama from Ibsen to the present.
Open to all students.

Mr. Garis, Mrs. Gertmenian, Ms. Saunders, Mr. Beaton

**215 (1) (2) Shakespeare**
1
The study of a number of representative plays with emphasis on their dramatic and poetic aspects.
Open to all students.

Mr. Layman, Miss Craig, Mr. Pinsky, Mrs. Sabin

**217 (2) Milton**
1
A study of Milton's lyric, epic, and dramatic poetry and some prose, with emphasis upon their significance for 20th century readers.
Open to all students.

Miss Lever

**218 (1) The History of the English Novel I**
1
The beginnings of the English novel in the 18th century: Defoe through Jane Austen.
Open to all students.

Miss Corsa, Mr. Faville

**219 (2) The History of the English Novel II**
1
The 19th century English novel from the Brontës to the beginnings of Modernism.
Open to all students.

Miss Corsa, Mr. Quinn, Mr. Faville, Ms. Killoh

**220 (1) Chaucer I**
1
Intensive study of *The Canterbury Tales*, supplemented by the short later poems as they reveal Chaucer's comic artistry, his relation to history and society of the late 14th century in England.
Open to all students.

Miss Corsa

**221 (2) Chaucer II**
1
A reading of the early poems, "The Book of the Duchess," "The House of Fame," "The Parliament of Fowls," "Anelida and Arcite," "The Legend of Good Women," as they lead to an intensive study of Chaucer's one tragedy, *Troilus and Criseyde*. Supplemented by shorter, minor poems that reveal his interest in the history and society of the late 14th century.
Open to all students.

Not offered in 1976-77.

Miss Corsa

**223 (1) American Literature I**
1
A survey of American literature from its Puritan beginnings to *Moby-Dick*. Emphasis upon major figures.
Open to all students.

Mr. Quinn, Mrs. Cole

**224 (2) American Literature II**
1
American writers from Whitman to World War I. Emphasis upon major figures.
Open to all students.

Ms. Spillers, Ms. Saunders

**225 (1) (2) American Literature III**
1
American writers from World War I to the present: prose and poetry.
Open to all students.

Mr. Quinn, Ms. Saunders, Ms. Killoh, Mrs. Moss

**226 (1) (2) Studies in Fiction**
1
Studies of the nature of prose fiction. Readings drawn principally from British, American, and European writers of the 19th and 20th centuries. Usually organized around a central topic or theme.
Open to all students.

Miss Lever, Ms. Spillers, Mr. Faville

**228 (2) Black Literature in America**
1
Poetry and prose from slave narratives to the present day with emphasis upon modern major figures.
Open to all students.

Ms. Spillers

**230 (1) Romantic Poets I**
1
Poems and critical writings of Wordsworth and Coleridge.
Open to all students.

Mr. Gold

**231 (2) Romantic Poets II**
1
Poems and critical writings of Byron, Shelley, and Keats.
Open to all students.

Mr. Gold

**232 (2)* English Comedy in Various Genres**
1
The development, variety, and continuity of English comic writing.
Open to all students.

Not offered in 1976-77.

**233 (2)* English Renaissance Tragedy in Perspective**
1
Tragic drama in the age of Shakespeare—its diversity and relation to other traditions.
Open to all students.

Mr. Layman

**301 (1) The Short Story**
1
Techniques of short story writing together with practice in critical evaluation of student work.
Open by permission of the instructor to students who have taken one Grade II writing course.

Not offered in 1976-77.

Mrs. Moss

**302 (2) Fiction**
**1**
Intensive practice in the writing of prose fiction, the short story, or novella, according to the interest of the individual student.
Prerequisite: same as for 301.

Mr. Bidart

**305 (1) Advanced Studies in Shakespeare I**
**1**
Plays written between 1591 and 1604, such as *Richard II*, *Henry IV*, *Much Ado about Nothing*, *Troilus and Cressida*, *Hamlet*, *Measure for Measure*, *Othello*.
Open to juniors and seniors who have taken or are taking two Grade II literature courses in the department, and by permission of the instructor to other qualified students.

Miss Craig, Mrs. Gertmenian

**306 (2) Advanced Studies in Shakespeare II**
**1**
Plays written between 1605 and 1611, such as *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Coriolanus*, *Cymbeline*, *The Winter's Tale*, *The Tempest*.
Prerequisite: same as for 305.

Mr. Gold, Mrs. Gertmenian

**307 (2) Criticism**
**1**
Problems and principles of critical theory, with emphasis upon modern critical trends.
Prerequisite: same as for 305.

Miss Craig

**308 (2)* The Middle Ages and Renaissance in England**
**1**
The medieval world reflected in narrative poems by Chaucer's contemporaries; the rise of the Renaissance traced through the changes in lyric poetry and the drama and through the culture of Henry VIII's England; and the High Renaissance exemplified by works of Sidney, Spenser, and Marlowe.
Prerequisite: same as for 305.

Miss Lever

**310 (1) The Age of Satire**
**1**
A study of satire as social response and as literary phenomenon, exemplified in the work of such writers as Dryden, Congreve, Gay, Swift, and Pope.
Prerequisite: same as for 305.

Mrs. Gertmenian

**311 (2) From Neoclassic to Romantic**
**1**
The shift of sensibility from the 18th to the 19th century studied with emphasis on such authors as Johnson, Burke, and Blake.
Prerequisite: same as for 305.

Mrs. Sabin

**312 (1) The English Language**
**1**
Historical linguistics: major characteristics of the English language today studied as the products of their origin and history. Emphasis on speech, dictionaries, semantics and etymology, and translation.
Open to juniors and seniors who have taken or are taking two Grade II literature courses in the department, or a course in linguistics, or by permission of the instructor to other qualified students.

Miss Lever

**313 (1) The Poet-Critic**
**1**
Such authors as Sidney, Dryden, Johnson, Coleridge, Arnold, and Eliot, studied as makers of English criticism and as examples of interaction between the practice and theory of poetry.
Prerequisite: same as for 305.

Not offered in 1976-77.

**314 (1) The Victorian Crisis**
**1**
Contributions by major poets and essayists to an ongoing discussion of social issues: the role of science and religion; the value of work; the idea of culture.
Prerequisite: same as for 305.

Mr. Beaton

**315 (2) Victorian Poetry**
**1**
Study of some characteristic poetic themes and procedures of the period between Landor and Yeats, including such poets as Tennyson, Arnold, Hopkins, and Hardy, with some emphasis on the roots and emergence of modernism.
Prerequisite: same as for 305.

Not offered in 1976-77.

Mr. Beaton

**316 (2) Seventeenth Century Poetry**
**1**
Close study of themes and techniques as they develop in major poems of the period between Sidney and Marvell, concentrating on Jonson, Donne, Herbert, and Marvell. Particular attention to love and devotional poetry.
Prerequisite: same as for 305.

Mr. Garis

**317 (1) American Literature IV**
**1**
Topic for 1976-77: Melville and Faulkner.
Prerequisite: same as for 305.

Mr. Quinn

**318 (1) Major Twentieth Century Novels in English**
**1**
Advanced studies in the development of the modern novel.
Prerequisite: same as for 305.

Mr. Faville

**319 (2) Advanced Studies in Modern Poetry**
**1**
Contemporary poetry and the modernist background. Recent poetry considered in the light of the achievements of such modernist predecessors as Stevens, Frost, and Williams.
Prerequisite: same as for 305.

Mr. Pinsky

**320 (1) (2) Literary Crosscurrents**
**1 or 2**
First semester: Blake and Religion. Blake's more accessible writings, studied in the context of radical Christian and Jewish traditions (The Gospel according to St. John, the Zohar, Dostoevsky).
Prerequisite: same as for 305.

Mr. Gold

Second semester: Normally a different topic each year.
Prerequisite: same as for 305.

Not offered in 1976-77.

**321 (1) Seminar**
**1**
Topic for 1976-77: Arthurian Legends. Selected legends of King Arthur, Merlin, and Knights of the Round Table mainly as preserved in medieval literature with some consideration of sources, cultural milieu, and modern treatments. Special lectures by members of the Art, French, and History departments.
Prerequisite: same as for 305.

Miss Lever

**322 (2) Seminar**
**1**
Topic for 1976-77: Jane Austen. Jane Austen as human being and as artist. Life and letters as well as novels and fragments of novels as they reveal historical, social, and cultural changes from 1775-1817 in England.
Prerequisite: same as for 305.

Miss Corsa

**330 (1) Seminar. Comparative Literature**
**1**
For description and prerequisite see Extradepartmental 330.

Mr. Layman

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to juniors and seniors who have taken or are taking two Grade II literature courses in the department.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates who choose to do honors research or an honors project in creative writing. For alternate honors programs see Directions for Election.

## Directions for Election

Course 109 is open to all students, regardless of year or major, who want to improve their skills in writing expository essays. Frequent writing assignments emphasize clear exposition of ideas and coherent argument. Class meetings are supplemented by individual conferences. In addition, 110 and Extradepartmental 100 are open, with permission of an advisor or class dean, to students who would benefit from a continuation of 109, or from an individual tutorial in expository writing. 201, primarily for English majors, offers intensive instruction in the writing of critical essays about literature.

Grade II literature courses are open to all students. Special attention is called to 209, which offers fundamental and rigorous practice in methods of interpretation of a literary text. Beginning with the Class of 1979, students planning to major in English must take 209, ordinarily in the freshman year. Other courses isolate certain major figures or periods for concentrated study, or address themselves to continuing themes and issues. Students are encouraged to consult with the instructors of courses they are interested in, and with members of the department generally. More complete descriptions of all courses, composed by their instructors, are posted every fall and spring on bulletin boards in Founders Hall, and are available from the department secretary.

English majors must take at least one unit in Shakespeare, ordinarily 305 and/or 306. In addition, majors should work closely with their advisors in arranging a program of study with these objectives: (a) ability to interpret a text (b) an understanding of some of the major works, authors, and periods that comprise the history of English and American literature (c) a developing interest in some special field of study, such as the English Renaissance, drama, criticism, modernism.

Students of at least B standing in the work of the department will have first consideration when applying for admission to seminars and for independent work (350).

The department offers a choice of three programs for Honors. Under Program I (English 370, carrying two to four units of credit) the honors candidate does independent research or a project in creative writing. Programs II and III offer an opportunity to receive Honors on the basis of work done for regular courses; these programs carry no additional course credit. The candidate who elects Program II takes a written examination in a field defined by several related courses she has taken (e.g., the Renaissance, drama, criticism). The candidate who elects Program III presents a dossier of essays written for several courses, with a statement of connections between them and critical questions raised by them. An oral examination is required in all Honors Programs.

Courses 200, 201, and 202 are planned as workshops in writing with informal group meetings and frequent individual conferences. While the emphasis is on constant practice in writing, each course requires a critical reading of pertinent examples of the type of writing being studied. Courses 301 and 302 continue the same plan at an advanced level. In addition, qualified students may apply for one or two units of 350 in writing. All courses in writing, and all 350 writing projects as well, must be taken credit/noncredit. It is strongly recommended that majors electing several writing courses should also elect a strong program in literature courses in consultation with their advisors. In general, enrollment in writing courses is limited to 15.

Knowledge of English and American history, of the course of European thought, of theatre studies, and of at least one foreign literature at an advanced level is of great value to the student of English. See, for example, History 233, 235, 236, 238, 239, 240, 301; Philosophy 203, 204; Grade II and Grade III courses in foreign literatures; Extradepartmental 104, 108, 201, 202, 220, 228, 229, 231, 330, 331; and courses in theatre studies.

A reading knowledge of at least one ancient or modern foreign language is desirable for all majors. Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages.

For students interested in American literature, in American studies, in modern drama, and in modern poetry, attention is called to relevant courses in the Department of Black Studies, especially 105, 206, 210, 211, and 310.

# French

Professor:
Galand, François,
McCulloch

Associate Professor:
Stambolian (Chairman)

Assistant Professor:
Mistacco, Lydgate, Gillain-Robbins,
Gill, de Courtivron, Hules, Grimaud

Instructor:
Simon

Visiting Professor:
Seznec[3]

All courses are conducted in French. Oral expression, composition, and, in certain courses, creative writing are stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Attention is called to the opportunity for residence in the French Center.

Qualified students are encouraged to spend the junior year in France. See p. 39.

The department offers to students who do not have a knowledge of French the following courses in French literature in translation: Extradepartmental 220, 331.

**100 (1-2) Beginning French**
**2**
Intensive oral training and practice in reading and writing, supplemented by regular use of the language laboratory, and in the second semester, by selected literary texts; exploration of fundamental relationships of the language to French culture. Three periods. Open only to students who do not present French for admission.

The Staff

**102 (1-2) Intermediate French**
**2**
Short stories, novels, plays, and films illustrating aspects of French culture. Stress on grammar, vocabulary, and pronunciation. Oral and written work. Three periods. Prerequisite: 100 or two admission units in French.

The Staff

**104 (1-2) The Literature and Language of Modern France**
**2**
Analysis of selected modern texts: fiction, drama, poetry. Grammar review. Study of vocabulary and pronunciation. Frequent written work and oral practice. Three periods. Prerequisite: 102 or three admission units in French.

The Staff

**201 (1-2) French Literature through the Centuries**
**1 or 2**
First semester: Middle Ages through the 17th century. Second semester: The 18th century to the present. Class discussion of selected masterpieces, short papers, outside reading. Each semester may be taken independently. Prerequisite: 104 or four admission units in French; by permission of the instructor, 102.

The Staff

**203 (1-2) Introduction to Literary Analysis by Genres**
**1 or 2**
First semester: Short story and novel. Second semester: Theatre and poetry. Class discussion, oral reports, short papers. Each semester may be taken independently. Prerequisite: same as for 201.

The Staff

**205 (1) (2) French Society Today**
**1**
Contemporary problems and attitudes. Class discussion of representative texts, periodicals, and newspapers. Oral reports, short papers, outside reading. Prerequisite: same as for 201.

Ms. Simon

**206 (1) (2) Intermediate Spoken French**
**1**
Practice in conversation, using a variety of materials including films, video tapes, periodicals, songs, radio sketches, and interviews. Regular use of language laboratory. Enrollment limited to 15. Prerequisite: same as for 201.

Ms. Gillain-Robbins

**212 (1) Medieval French Literature I**
1
French literature from the *Chanson de Roland* through Villon. Medieval texts read in modern French.
Prerequisite: 201 or 203 or 205. Open to freshmen with four or more admission units.

Miss McCulloch

**213 (1) (2) French Drama in the Twentieth Century**
1
Trends in contemporary drama: symbolism, the use of myths, the influence of existentialism, the theatre of the absurd.
Prerequisite: same as for 212.

Mr. Stambolian, Mrs. Hules,
Ms. de Courtivron

**214 (1) (2) The French Novel in the Nineteenth Century**
1
Intensive study of narrative techniques and the representation of reality in major works by Balzac, Stendhal, Flaubert, Zola.
Prerequisite: same as for 212.

Ms. Gillain-Robbins, Mrs. Gill

**215 (2) Baudelaire and Symbolist Poets**
1
The nature of the poetic experience studied in the works of Baudelaire, Verlaine, Rimbaud, and Mallarmé.
Prerequisite: same as for 212.

Mr. Galand

**216 (2) The French "New Novel"**
1
Recent experiments in fiction, with discussion of drama and film. Emphasis on the works and theoretical writings of Robbe-Grillet, Sarraute, Butor, and Beckett.
Prerequisite: same as for 212.

Ms. Mistacco

**220 (1) The Modern French Novel in Translation**
1
For description and prerequisite see Extradepartmental 220.

**222 (1) (2) Studies in Language I**
1
A review of selected problems in French grammar, enrichment of vocabulary, and an introduction to specifically French techniques of composition and the organization of ideas, especially the *dissertation* and the *explication de texte*. Not open to freshmen in the first semester.
Prerequisite: 104, or 102 by permission of the instructor.

Mrs. Gill, Mr. Lydgate, Mr. Grimaud

**226 (2) Advanced Spoken French**
1
Practice in oral expression to improve fluency and pronunciation with special attention to idiomatic vocabulary and phonetics. In addition to recordings, video tapes, and periodicals, several classics of the French cinema will be studied for their linguistic interest. Regular use of language laboratory.
Prerequisite: one Grade II unit or by permission of the instructor.

Ms. Gillain-Robbins

**249 (1) (2) Selected Topics**
**1 or 2**

Not offered in 1976-77.

**300 (2) French Literature in the Sixteenth Century**
1
Studies in the Renaissance. Authors include Rabelais, Ronsard, and Montaigne.
Prerequisite: two Grade II units of French literature.

Miss McCulloch

**301 (1) French Literature in the Seventeenth Century I**
1
Baroque and Précieux poets. *L'Astrée*. The birth of the classical theatre: Corneille. Descartes, Pascal.
Prerequisite: same as for 300.

Mr. François

**302 (2) French Literature in the Seventeenth Century II**
1
The classical theatre: Molière, Racine, Lafayette, La Fontaine, La Bruyère.
Prerequisite: same as for 300.

Mr. François

**304 (1) The French Novel in the Eighteenth Century**
1
The affirmation of self and the development of narrative forms. Authors studied: Prévost, Marivaux, Rousseau, Diderot, Laclos, Sade.
Prerequisite: same as for 300.

Ms. Mistacco

**305 (2) Studies in Romanticism**
1
The Romantic Imagination and the Occult in selected works from Nodier and Balzac to Nerval, Lautréamont, and Maupassant.
Prerequisite: same as for 300.

Ms. Simon

**306 (1) French Literature in the Twentieth Century I**
1
From Symbolism to Surrealism: the literary experience in works of Valéry, Proust, Gide, Apollinaire, Saint-John Perse, Breton.
Prerequisite: same as for 300.

Mr. Galand

**307 (2) French Literature in the Twentieth Century II**
1
Existentialism and after: the function of literature in works of Malraux, Sartre, Camus, Char, Ponge, Robbe-Grillet.
Prerequisite: same as for 300.

Mr. Galand

**308 (1) Studies in Language IIa**
1
Comparative stylistics: a normative approach to the problems of translation.
Prerequisite: one Grade III unit of French literature and 222, or permission of the instructor.

Mr. François

**309 (2) Studies in Language IIb**
1
Translation into French from novels, essays, and poetry. Study of French style through analysis of selected texts.
Prerequisite: same as for 308.

Ms. Gillain-Robbins

**312 (1) Medieval French Literature II**
1
See 212. Joint class meetings for 212 and 312. Supplementary assignments and readings in Old French for students at Grade III level. Open by permission of the instructor.

Miss McCulloch

**319 (1) Women and Literary Expression**
1
Topic for 1976-77: Twentieth century women novelists in France: Colette, Beauvoir, Leduc, Duras, Wittig, and others, with emphasis on the woman's role in contemporary French society and her rebellion against it.
Prerequisite: one Grade III unit of French literature.

Ms. de Courtivron

**321 (2) Seminar**
1
Topic for 1976-77: The reader in modern French fiction. A new critical approach to the study of modes of communication and the evolution of the implied reader's expectations in selected novels from Gide's *L'Immoraliste* to the Nouveau Roman, with emphasis on recent experimental narratives.
Prerequisite: same as for 319.

Ms. Mistacco

**350 (1) (2) Research or Individual Study**
1 or 2
Prerequisite: same as for 319.

**370 (1-2) Honors Program**
2 to 4
Required of all honors candidates in the department.

### Directions for Election

Course 100 is counted toward the degree but not toward the major. Students who begin with 100 in college and who plan to major in French should consult the chairman of the department during the second semester of their freshman year. A student may not count toward the major both 102 and 104. Course 104 may not be elected by students who have taken both 100 and 102.

Majors are required to take two of the following courses: 222, 308, 309. In some cases 226 may also be required.

Courses in other foreign language and literature departments, in art, history (especially 242 and 243), philosophy, English, Extradepartmental 330 and 331, and Religion and Biblical Studies 104 and 105 are recommended for majors.

Students who plan to do graduate work in French are advised to begin or to pursue the study of a second modern language and the study of Latin; those who plan to do graduate work in comparative literature are advised to continue the study of one or more other modern literatures and to acquire proficiency in at least one classical language.

# Geology

Assistant Professor:
Andrews (Chairman), Besancon

Instructor:
Lundeen

**102 (1) (2) Introduction to Geology**
1
An introduction to the basic features of the solid earth and the processes that continue to modify it. Emphasis on the development and impact of the continental drift and plate tectonics theories. Laboratory and field trips include study of minerals, rocks, fossils, topographic and geologic maps.
Open to all students.

Mr. Andrews, Mr. Besancon, Mrs. Lundeen

**112 (2) Evolution: Change through Time**
1
For description and prerequisite see Experimental 112.

**200 (2) Historical Geology**
1
The geologic history of North America and the evolution of life as revealed in the fossil record. Interpretation of paleogeography and ancient sedimentary and tectonic environments. Laboratory and field trips.
Prerequisite: 102 or permission of the instructor.

Mr. Andrews

**202 (1) Mineralogy**
1
Introduction to crystallography; systematic study of the rock-forming minerals. Emphasis on geochemical relationships including bonding, solid solution series, and mineral structures. Laboratory.
Prerequisite: 102 and another unit of physical science, preferably chemistry, or permission of the instructor.

Mr. Besancon

**205 (2)* Invertebrate Paleontology**
**1**
The morphology and evolution of the major fossil invertebrate phyla with discussion of such general topics as functional morphology, origin of species and higher taxa, ontogeny and phylogeny, and animal size and shape relationships. Laboratory.
Prerequisite: 102 and 200, or one unit in biology, or permission of the instructor.

Mr. Andrews

Not offered in 1977-78.

**206 (1)* Structural Geology**
**1**
The recognition, description, and causes of deformation of the earth's crust. Topics include the tectonic history of mountain ranges, scale models of geologic structures, mechanics of folding and faulting, and plate tectonics. Laboratory and field trips.
Prerequisite: 102 and 200, or permission of the instructor.

Mrs. Lundeen

Not offered in 1977-78.

**208 (1)* Marine Geology**
**1**
Geology of the ocean floor with emphasis on ocean basin tectonics and submarine processes. Topics include ocean currents and sediments, evolution of continental margins, submarine canyons, coral reefs, and deep sea life. No laboratory.
Prerequisite: 102.

Not offered in 1976-77.

Mrs. Lundeen

Offered in 1977-78.

**304 (2)* Stratigraphy and Sedimentation**
**1**
Study of the formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments, transportation of sedimentary particles, sediment diagenesis, and sedimentary petrography. Laboratory and field trips.
Prerequisite: 102 and 200, or permission of the instructor.

Not offered in 1976-77.

Mrs. Lundeen

Offered in 1977-78.

**307 (1)* Optical Mineralogy**
**1**
Basics of optical crystallography. Application of modern methods to the identification of silicates in grains and thin section. Laboratory.
Prerequisite: 202 or Physics 202.

Not offered in 1976-77.

Mr. Besancon

Offered in 1977-78.

**309 (2) Petrology**
**1**
Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections using the petrographic microscope. Laboratory.
Prerequisite: 202.

Mr. Besancon

**310 (1)* Geometrics**
**1**
Statistical analysis of geologic data utilizing univariate, bivariate, and multivariate techniques. Development and application of FORTRAN computer programs for the solution of geologic problems. Laboratory includes field mapping and scientific photography.
Prerequisite: 102 and one Grade II unit, or permission of the instructor.

Mr. Andrews

Not offered in 1977-78.

**349 (2) Seminar**
**1**
Normally a different topic each year.
Prerequisite: one Grade II course in geology and permission of the instructor.

Mrs. Lundeen

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to juniors and seniors.

**370 (1-2) Honors Program**
**2**
Required of all honors candidates in the department.

### Directions for Election

In addition to eight units in geology, normally to include 205, 206, 304, and 309, the minimum major requires four units from other laboratory sciences, mathematics, or computer science. All four units may not be taken in the same department. A student planning graduate work should note that most graduate geology departments normally require two units each of chemistry, physics, and mathematics. Biology often may be substituted if the student is interested in paleontology.

The department recommends that students majoring in geology attend one of the Rocky Mountain geology field courses given by other colleges. Credit may be given for such courses provided the student's plans are approved in advance by the department.

# German

Professor:
Goth (Chairman)

Assistant Professor:
Ward•, Prather

Lecturer:
Deutsch, Ingersoll

The language of the classroom in all courses is almost exclusively German. The student thus has constant practice in hearing, speaking, and writing German.

The department reserves the right to place a new student in the course for which the student seems best prepared regardless of the number of units the student has offered for admission.

By doing special reading during the summer and upon approval of the chairman, capable students in 100 have the opportunity to omit 102 and proceed with 202.

Qualified students may be recommended to spend the junior year in Germany. See p. 39.

**100 (1-2) Elementary German**
2
Study of grammar and vocabulary; frequent written exercises; reading of short stories; special emphasis on oral expression. Three periods.
Open to students who do not present German for admission.

The Staff

**102 (1-2) Intermediate German**
2
Intensive language study: emphasis on idiomatic usage and on syntax. Introduction to the critical study of literary texts, mainly 19th and 20th centuries. Three periods.
Prerequisite: 100 or two admission units in German.

The Staff

**104 (1-2) Studies in Language and Literature**
**2**
Training in analysis of fiction and drama. Grammar review. Vocabulary building. Written and oral practice. Three periods.
Prerequisite: two admission units in German and placement test or, by permission of the department, 100. Permission will be based on a high grade in 100.

Not offered in 1976-77.

**202 (1) (2) Introduction to German Literature**
**1 or 2**
Close study of representative works of the 18th, 19th, and 20th centuries. First semester: Drama—Schiller, Hebbel, Brecht, Dürrenmatt. Second semester: Prose—Kant, Lessing, Kleist, Keller, Kafka. Frequent exercises in expository writing and stylistics. One unit of credit may be given for the first semester.
Prerequisite: three or more admission units in German, or 102, or 104, or, by permission of the department, 100. Permission will be based on a high grade in 100 and summer work.

Ms. Goth, Mrs. Deutsch

**204 (1) Goethe I**
**1**
Lyric, prose, and drama before Goethe's return from Italy.
Prerequisite: 202 (1) and (2), or [201] and 202 (2).

Ms. Goth

**205 (1) Studies in Romanticism**
**1**
Romantic thought, discovery of the unconscious: Friedrich Schlegel, Brentano, Novalis, E. T. A. Hoffmann, Eichendorff, and others.
Prerequisite: same as for 204.

Mrs. Prather

**206 (2)* Nineteenth Century Literature**
**1**
Late Romanticism and Realism with special emphasis on the development of the *Novelle* as a genre. Mörike, Stifter, Keller, C. F. Meyer, Droste-Hülshoff, Storm, and Fontane.
Prerequisite: same as for 204.

Mrs. Prather

**210 (1)* German Drama**
**1**
Theory and practice between the age of Gottsched and Brecht. The theories of Gottsched, Lessing, Schiller, Hebbel, and Brecht will be included as well as the drama of Schiller, Büchner, Kaiser, and others.
Prerequisite: one Grade II unit.

Not offered in 1976-77.

**220 (2) Contemporary Literary Trends in the Two Germanys**
**1**
Discussion of literature in the Federal Republic of Germany and the Democratic Republic of Germany. An analysis of contrasts, taking works from each genre by representative writers (Grass, Böll, Christa Wolf, Biermann, and others), and considering them within a political/historical context. Attention will also be given to recent trends in literary criticism.
Prerequisite: one Grade II unit.

Not offered in 1976-77.

**221 (2) Politics and Literature in Post-War Germany**
**1**
For description and prerequisite see Extradepartmental 221.

Not offered in 1976-77.

**304 (2) Goethe II**
**1**
Goethe, the poet and the thinker, with emphasis on *Faust*, and his writings after 1788.
Prerequisite: 204.

Ms. Goth

**308 (1)* Literature of the Late Nineteenth and Early Twentieth Centuries**
**1**
Intellectual and aesthetic trends of the period. Varied texts: drama, poetry, and prose of representative authors such as Nietzsche, Hofmannsthal, Rilke, Thomas Mann, Hesse, and others.
Prerequisite: two Grade II units.

Not offered in 1976-77.

**310 (1)* Studies in Poetry**
**1**
Study of techniques and historical background. The development of German poetry from the Baroque to the modern times. With emphasis on poets such as Gryphius, Goethe, the Romantics, Rilke, Hofmannsthal, Benn, and some contemporaries.
Prerequisite: two Grade II units.

Not offered in 1976-77.

**312 (2) German Literature in the Twentieth Century: Expressionism and Its Consequences**
**1**
The rise of the Expressionist movement as an outcry against the near fatal crisis of modern culture around World War I; the search for a new language, imagery and content for lyrics, drama and prose in the works of Trakl, Heym, Barlach, Toller, Döblin; the bitter humor of the Dadaists, the early works of Brecht and Werfel, and the impact of Expressionism on German literature to the present day.
Prerequisite: three Grade II units or permission of the instructor.

Mrs. Deutsch

**349 (1) Seminar. The Writer and His Age**
**1**
Intensive study of the works of one or two writers in relation to philosophical, historical, and literary trends of their periods. Topic for 1976-77: Thomas Mann.
Prerequisite: one Grade III unit or permission of the instructor.

Ms. Goth

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to juniors and seniors.

**370 (1) (2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

### Directions for Election

Course 100 is counted toward the degree but not toward the major.

Students who begin with 100 and who wish to major in German should consult the department in order to obtain permission to omit 102 and take 202.

Students intending to major in the department are requested to take 202, or 201 and 202 (2), 204, 304, and at least two further Grade III units.

Courses 205, 210, 312, and one seminar are strongly recommended for the major.

Courses in art, history, philosophy, English, literature courses in other foreign language departments, and Extradepartmental 221, 330, and 331 are recommended.

# Greek and Latin

Professor:
Lefkowitz (Chairman), Geffcken•

Assistant Professor:
Brown, Marvin, Franklin, Raschke

Instructor:
Fant

## Greek

**102 (1) (2) Beginning Greek**
**1**
Fundamentals of the Greek language. Reading from classical authors and from the New Testament. Four periods.
Open to students who do not present Greek for admission.

Mrs. Lefkowitz, Mr. Franklin

**103 (1) (2) Introduction to Greek Literature**
**1**
Reading from classical authors and from the New Testament. Intensive review of grammar and syntax.
Prerequisite: [100 (1)] or 102.

Miss Marvin, Ms. Brown

**104 (1) Classical Mythology**
**1**
The more important classical myths read in English translations of Greek and Latin authors; their religious origins; their expression in ancient literature and art; their later influence.
Open to all students.

Mrs. Lefkowitz

**150 (2) Colloquium**
**1**
For title and description see History 150 (2)c.

**201 (1) Plato**
1
*Apology*, *Crito*, and selections from the *Phaedo*. The character of Socrates and his position in development of Greek thought. Three periods.
Prerequisite: [100] or 102 and 103, or two admission units in Greek or exemption examination.

Ms. Brown

**203 (2)* The Psychology of Greek Drama**
1
Intensive study of tragedies of Aeschylus, Sophocles, and Euripides, in English translation. The survival in literary form of primitive ritual; the development of new mythic patterns on ancient models. The role of contemporary psychoanalytic theory in evaluating the social function and structure of drama.
Open to all students.

Mrs. Lefkowitz

**205 (2) Homer's *Iliad***
1
Study of selected books in Greek with emphasis on the oral style of early epic; reading of the rest of the poem in translation; the archaeological background of the period. Three periods.
Prerequisite: 103 or 201.

Miss Marvin

**207 (2) New Testament Greek**
1
For description and prerequisite see Religion 207.

**230 (1)* History of Greece**
1
For description and prerequisite see History 230.

Not offered in 1976-77.

**249 (2)* Selected Topics**
1
Normally a different topic each year.
Prerequisite: 104.

Not offered in 1976-77.

**302 (2)* Aeschylus and Sophocles**
1
Drama as expression of man's conflict with forces beyond his control; the use of mythology to describe the conflict between human institutions and the natural world; innovations in language, metaphor, and metre. Reading of one drama by each author in Greek, others in English.
Prerequisite: 205.

Ms. Brown

Not offered in 1977-78.

**303 (1)* Myth and History in the Archaic Age**
1
Investigation of the narrative methods of recording significant past experience; the evaluation of the relationship of the past to events of the first half of the 5th century; the restrictions on perception imposed by style and structure in both prose and poetry. Reading in Greek from Herodotus and the lyric poets.
Prerequisite: 205.

Ms. Brown

Not offered in 1977-78.

**304 (2)* Euripides**
1
Euripides' exposition of current problems in traditional narrative framework; his development of dramatic form; his exploration of human and political motivation. Reading of two or three plays in Greek, others in English.
Prerequisite: 205.

Not offered in 1976-77.

Ms. Brown

Offered in 1977-78.

**305 (1)* Thucydides**
1
Contemporary impressions of the political conflicts confronting the state in the late 5th century B.C. Imperialism and the causes of the Peloponnesian War; the flaws in Athenian democracy and the influence of Sophistic argumentation. The attempt to formulate a scientific approach to history and the rejection of earlier models; the creation of a new prose style. Reading in Greek of selections from Thucydides.
Prerequisite: 205.

Not offered in 1976-77.

Mr. Fant

Offered in 1977-78.

**328 (2) Problems in Ancient History and Historiography**
1
For description and prerequisite see Latin 328. Topic for 1977-78 will be a problem in Greek history.

**349 (1) (2) Seminar**
1 or 2
First semester: The portrayal of insanity in Greek drama. Study of the symptoms and results of madness in selected dramas, with close attention to language. The social function of public performance of such actions. Consideration of the applicability of modern psychoanalytic theory to the interpretation of ancient texts. Second semester: The fictions of Greek history. The role of ancient mythic patterns in shaping the interpretation of historical events and in the creation of fictional biographies. Special consideration of Thucydides' account of the Athenian expedition to Sicily and of the development of special narrative techniques to describe the creative process.
Prerequisite: 205.

Ms. Brown, Mrs. Lefkowitz

**350 (1) (2) Research or Individual Study**
1 or 2
Open to seniors by permission.

**370 (1-2) Honors Program**
2 to 4
Required of all honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

## Latin

**100 (1) Beginning Latin**
1
Fundamentals of the Latin language. Readings from classical and medieval texts. Three periods.
Open to students who do not present Latin for admission, or by permission of the instructor.

Mr. Fant, Ms. Raschke

**101 (2) Intermediate Latin**
1
Development of reading skills through intensive study of classical authors. Three periods.
Prerequisite: 100.

Ms. Raschke

**102 (2) Introduction to Latin Literature**
1
Intensive review of grammar and syntax; reading from classical Latin authors.
Prerequisite: two admission units in Latin or permission of the instructor.

Mr. Fant

**103 (1) Introduction to Vergil's *Aeneid***
1
Study of the poem with selections from Books I-VI in Latin. Three periods.
Prerequisite: 101, 102, or three admission units in Latin not including Vergil, or exemption examination.

Mr. Franklin

**104 (1) Classical Mythology**
1
For description and prerequisite see Greek 104.

**150 (2) Colloquium**
1
For title and description see History 150 (2)c.

**202 (1) Catullus and Cicero**
1
Love, politics, morality, and humor in the last years of the Republic. Study of the evolution of Latin poetic style and of the technique of destructive oratory.
Prerequisite: four admission units in Latin or three including Vergil or 103.

Ms. Raschke

**203 (2) Horace**
1
The development of Horace's poetic style and social commentary. Reading from *Satires* and *Odes*.
Prerequisite: same as for 202.

Mr. Franklin

**206 (2)* Latin Prose Style**
1
A study of the development of Latin style with reading and analysis of selected texts; practice in writing Latin prose.
Prerequisite: 202 or 203.

Not offered in 1976-77.

**207 (2) Medieval Latin**
**1**
The interaction of Christian values and classical modes of thought in literature from 374 to 1374 A.D. Selected readings from prose and poetry.
Prerequisite: 103 or the equivalent or permission of the instructor.

Ms. Raschke

**231 (1)* History of Rome**
**1**
For description and prerequisite see History 231.

**249 (1) Selected Topics**
**1**
Topic for 1976-77: Latin love elegy. Traditional expressions of subjectivity and their development in the elegiac poetry of Catullus, Tibullus, Propertius, and Ovid. Topic for 1977-78: Latin comedy.
Prerequisite: 202 or 203 or an AP Latin score of 5.

Mr. Franklin

**300 (1)* The Decline of the Heroic and the Epicurean Response**
**1**
Anti-heroic treatment of myth in Catullus 64; Lucretius' re-creation in poetic form of the Epicurean view of the human experience.
Prerequisite: 249.

Mr. Franklin

Not offered in 1977-78.

**301 (1)* Vergil's *Eclogues* and *Georgics* and Ovid's *Ars Amatoria***
**1**
Vergil's re-creation of the Greek pastoral and his use of didactic and descriptive poetry as a means of examining man's relationship to nature and as political and social commentary. Ovid's parody of Vergilian didactic.
Prerequisite: same as for 300.

Not offered in 1976-77.

Miss Geffcken

Offered in 1977-78.

**302 (2) Vergil's *Aeneid***
**1**
The artistic achievement of Vergil in the light of earlier literature, especially Homer and Ennius; Vergil's view of man and the destiny of Rome.
Prerequisite: same as for 300.

Mr. Franklin

**308 (1)* The Struggle for Power in the Late Republic**
**1**
The events, life, and thought of the late Republic in the letters of Cicero and in the historical writings of Caesar and Sallust.
Prerequisite: same as for 300.

Not offered in 1976-77.

Offered in 1977-78.

**309 (2)* Historical Tradition, Morality, and Immorality**
**1**
Livy's portrayal of early Roman heroes as models of behavior and Ovid's and Propertius' rejection of this moral point of view.
Prerequisite: same as for 300.

Not offered in 1976-77.

Mr. Fant

Offered in 1977-78.

**316 (1)* The Effects of Power and Authority in the Empire**
**1**
The literature of disillusion both historical and satirical with emphasis on Tacitus and Juvenal.
Prerequisite: same as for 300.

Ms. Raschke

Not offered in 1977-78.

**317 (2) Imperial Rome: The Novel**
**1**
The development of the ancient novel with emphasis on satirical techniques in Petronius and on religious and mythological themes in Apuleius.
Prerequisite: same as for 300.

Ms. Raschke

Not offered in 1977-78.

**328 (2) Problems in Ancient History and Historiography**
**1**
Topic for 1976-77: The Julio-Claudians; legend and reality. The historical and archaeological evidence about the first imperial family; the nature of senatorial propaganda against them. Special consideration of specific problems: were imperial women (Livia, Agrippina the Younger) real movers of imperial policy? Can we rehabilitate Tiberius and Nero? Some attention to the particular insights of modern historical novelists into the period. Topics alternate between Greek and Roman history.
Prerequisite: History 231, or two Grade II units of Greek or Latin or History, or a unit of Roman Art, or by permission of the instructor.

Mr. Fant

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open to seniors by permission.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

## Directions for Election

To fulfill the distribution requirement in Group A, students may elect any courses in Greek or Latin except 150, 230, 231, and 328. The following may not be counted toward the major in Greek or Latin: Greek [101], 203, [204], 230; Greek/Latin 104, 150, [208], 328; Greek 203, [204], 230, 249; Latin 231.

All students majoring in Greek must complete four units of Grade III work.

All students majoring in Latin are required to complete 300 or 301, 302, and at least two units of the following: 308, 309, 316, 317. Students planning to teach are advised to elect 206.

Latin students who offer an AP Latin score of 5 should elect 249; an AP score of 4 normally leads to 202, but under special circumstances permission may be given to elect 249.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

Courses in ancient history, ancient art, ancient philosophy, and classical mythology are recommended as valuable related work. Students interested in a major in classical and Near Eastern archaeology are referred to p. 149 where the program is described.

Students who wish to focus a classical major on ancient civilization can plan with the department an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units of work in the original language. Basic knowledge of French or German is recommended.

The departments offer a choice of two plans for the Honors Program. Plan A (Honors Research, see 370 above, carrying two to four units of credit) provides the candidate with opportunity for research on a special topic and the writing of a long paper or several shorter papers. Plan B provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations. Honors candidates who are classical civilization majors should elect Plan B.

# History

Professor:
Gulick, Robinson, Preyer, Cohen•, Cox (Chairman)

Associate Professor:
Auerbach, Martin

Assistant Professor:
Hay, Chaplin, Edwards, Tumarkin-Fosburg, Jones, Ocko

Instructor:
Knudsen

**100 (1) (2) Medieval and Early Modern European History**
1
A study of the major ideas and institutions that have shaped western civilizations from the "grandeur that was Rome" to the Age of the Renaissance and Reformation. Emphasis upon the different "lifestyles" of successive western societies and upon the processes of social change in the history of western Europe. Introduction to the techniques of historical analysis and to problems in the interpretation of historical evidence through extensive use of original sources.
Open to all students.

Mr. Cox, Mr. Edwards

**101 (1) (2) Modern European History**
1
An introduction to European history from 1600 to the present, designed to aid the student in formulating historical judgments about the significance of representative institutions, the scientific revolution, the Enlightenment, the French Revolution, industrialization, imperialism, world wars, totalitarianism.
Open to all students.

Mr. Gulick, Mr. Knudsen, Mrs. Tumarkin-Fosburg

**102 (2)* Approaches to the History of American Society**
1
Not offered in 1976-77.

**103 (1) The World and the West**
1
An introduction to comparative history, focusing on the changing relations between western Europe and other civilizations over the past five centuries. Discussion of such topics as technological change and the balance of power, the missionary impulse in Christianity and Islam, trading-post empires and full colonial rule, with case studies from Southeast Asia, Latin America, Africa, India, and the Middle East.
Open to all students.

Ms. Hay

**150 (1) (2) Colloquia**
1
For directions for applying see p. 44.
Open by permission to a limited number of freshman and sophomore applicants.

(1)
a. The internationalization of Black Power

The Black Power movement of the 1960's and 1970's represents one of the most militant periods in Afro-American history, similar in many respects to the "New Negro" period after World War I. As was the case with the New Negro movement, the Black Power idea quickly spread to Black populations in many countries. This colloquium will discuss some of the highlights of the Black Power era in the United States, Canada, Britain, and the West Indies.

Mr. Martin

(2)
a. The internationalization of Black Power

Same as 150 (1) a.

b. 1776 and all that

An analysis of the group of American revolutionaries who rose to power and led the movement for independence from Great Britain. Materials will be drawn from primary sources of the period: letters, documents, pamphlets, and newspapers.

Mrs. Preyer

c. Ruler as God in antiquity

What led men in the ancient world to consider their rulers living gods? How prevalent was the practice? An examination of the divine king from religious, historical, and political perspectives; particular emphasis on Mycenaean kingship, Alexander the Great, Ptolemies in Egypt, Caesar and Augustus, and the growth of emperor worship in the Roman Empire.

Mr. Fant

d. Asian radicals

A comparative study of radical leaders such as Mao, Ho, Gandhi, Sukarno, and Japanese militarists. Through the use of biographies and political writings, the course will focus on motivation, intellectual and ideological underpinnings, and technics of mobilization. In order to assess the efficacy of cross-cultural comparisons, writings of European radicals will also be studied.

Mr. Ocko

**206 (1-2) Afro-American History**
**1 or 2**
For description and prerequisite see Black Studies 206.

Not offered in 1976-77.

Offered in 1977-78.

**230 (1)* History of Greece**
**1**
The failure of democracy in Greece; a study of the historical evidence for the development of democracy in Athens; the effects of the acquisition of an empire and the results of the confrontation with Sparta.
Open to all students.

Not offered in 1976-77.

**231 (1)* History of Rome**
**1**
Rome of the Caesars; political, economic, social life of the empire; attitudes toward autocratic government. Particular attention will be given to the period 27 B.C.-138 A.D.
Open to all students.

Mr. Fant

**232 (2) Medieval Civilization, 1000 to 1300**
**1**
European society during the High Middle Ages. Kingship and a comparison of medieval states, warfare and the birth of chivalry, peasants and townsmen in an era of economic and technological change, students and churchmen in a period of intellectual ferment. An exploration of political and social ideas as expressed in contemporary sources, including art and literature.
Open to freshmen and sophomores who have had a course in medieval history, art, or literature, and to juniors and seniors without prerequisite.

Not offered in 1976-77.

Mr. Cox

**233 (1) The Renaissance and Reformation Movements, 1300 to 1600**
**1**
A survey of Italian Renaissance civilization, its republics and despotisms, cultural life and patronage, Petrarch, the Medici, Machiavelli, and the Renaissance and Reformation papacy; the Renaissance in the North; and the Lutheran, Calvinist, Radical, and Catholic Reformations.
Open to freshmen and sophomores who have taken 100 or related work in art, literature, or philosophy, and to juniors and seniors without prerequisite.

Mr. Edwards

**235 (2) Medieval and Early Modern Intellectual History**
**1**
A history of western thought from St. Augustine to the 16th century reformations, emphasizing the relations between intellectual developments and political, social, and economic context. Topics will include the 12th century Renaissance, scholasticism and the medieval universities, Italian Renaissance thought, and Reformation theology and political theory.
Prerequisite: same as for 233.

Mr. Edwards

**236 (1) Modern European Intellectual History**
**1**
A study of western thought from Montaigne and Descartes to Nietzsche, Freud, and Rilke. The general theme will be the problem of self-identity, its emergence, crisis, and loss.
Open to qualified freshmen and sophomores (see Directions for Election), and to juniors and seniors without prerequisite.

Mr. Knudsen

**238 (1) History of England to 1500**
**1**
A survey of English history from the coming of the Anglo-Saxons through the Wars of the Roses. Some attention will be given to problems of historical interpretation.
Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken 100 or are concentrating in English literature, and to juniors and seniors without prerequisite.

Mrs. Robinson

**239 (2) History of England, 1500 to 1700**
**1**
English history under the Tudors and Stuarts. The English Reformation, Elizabethan Renaissance, and 17th century revolutions will be the major themes.
Prerequisite: same as for 238.

Mrs. Robinson

**240 (2) Modern England**
**1**
English history from the late 18th century to the mid-20th century. The transformation of a basically agrarian, hierarchical, traditional society into an industrial, democratic welfare state.
Open to qualified freshmen and sophomores (see Directions for Election), to students who have taken 101 or 239, to sophomores concentrating in English literature, and to juniors and seniors without prerequisite.

Not offered in 1976-77.

Mrs. Robinson

**242 (1) The Age of Louis XIV in France**
**1**
Society and government in 17th century France. The political and cultural background under Richelieu and Mazarin; social, political, and intellectual life during the Golden Age of Absolutism under Louis XIV.
Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken one unit in history, art history, or French, and to juniors and seniors without prerequisite.

Mr. Cox

**243 (1) The Enlightenment, the French Revolution, and Napoleon**
**1**
French civilization in the 18th century; analysis of the causes, events, and results of the Revolution. The era of the Revolution and the Napoleonic Empire with emphasis upon political, social, and cultural developments, and their impact upon the rest of Europe.
Prerequisite: same as for 242.

Not offered in 1976-77.

Mr. Cox

**244 (2) Modern Germany**
**1**
Beginning with the revolution of 1848, an examination of German politics, society, and culture to the post-World War II period. Special emphasis on Bismarck and the founding of the German Empire; the Empire's crisis and collapse in World War I; the formation of the Weimar Republic; and the emergence of Nazism and the Third Reich. The task will be to explore the German response to problems shared throughout western Europe.
Prerequisite: same as for 236.

Mr. Knudsen

**246 (1) Medieval and Imperial Russia**
**1**
Russia from the 9th to the 19th century. Medieval Russia, the development of an absolutist state and the creation of the Russian Empire. Particular consideration is given to the political, social, and cultural impact upon Russia of other societies—Byzantium, the Mongol Empire, and the West.
Open to sophomores, juniors, and seniors without prerequisite.

Mrs. Tumarkin-Fosburg

**247 (2) Modern Russia and the Soviet Union**
**1**
One hundred years of reform, revolution, and reaction. Late Imperial Russia and the creation of a Soviet state under Lenin and Stalin. Special emphasis is placed on the Russian Revolution and on social change under Soviet rule.
Prerequisite: same as for 246.

Mrs. Tumarkin-Fosburg

**248 (1) Europe in the Twentieth Century**
**1**
An interpretative study of modern Europe, emphasizing social change and the development of new modes of thought and expression. Topics include: communism, fascism, nationalism; Freud; changing artistic and intellectual perceptions; the mass media.
Open to sophomores, juniors, and seniors without prerequisite.

Mrs. Tumarkin-Fosburg

**250 (1) The First Frontier**
**1**
The adaptation of the English, Europeans, and Africans to the alien environment of North America in the 17th century. Analysis of the formation of colonial settlements, problems of survival and leadership, relations with Indian cultures, the creation of new societies in the New World.
Open to sophomores, juniors, and seniors without prerequisite.

Mrs. Preyer

**251 (2) The United States in the Eighteenth Century**
**1**
Society, culture, and politics in colonial America, in the era of the American Revolution and in the early national period to 1815.
Prerequisite: same as for 250.

Mrs. Preyer

**252 (1) The United States in the Nineteenth Century**
**1**
An introduction to the major political, economic, and social forces which shaped 19th century American history.
Prerequisite: same as for 250.

Ms. Jones

**253 (2) The United States in the Twentieth Century**
**1**
Selected 20th century issues and problems, with emphasis on the responses of Americans and their institutions to social change.
Prerequisite: same as for 250.

Mr. Auerbach

**254 (1) United States Urban History**
**1**
Origins and development of the American urban system from the colonial period to the present, with emphasis upon changing city functions, urban physical and spatial structure and growth, group accommodation to city living, historical trends in urban politics, and problem solving.
Open to sophomores by permission of the instructor, and to juniors and seniors without prerequisite.

Not offered in 1976-77.

**255 (2) Women in American History**
**1**
A survey of women in American history, from the colonial period to the present, focusing on the family, marriage and divorce, women's role in the labor force, images of women in the popular media, women's rights, and feminism.
Prerequisite: same as for 250.

Ms. Jones

**260 (1)* The Hispanic World**
**1**
The political, social, economic, and cultural evolution of the Latin American world from colonial days to the present. Emphasis on colonial institutions and their relations to historical developments in the Iberian peninsula, and on the fundamental problems, especially in certain key countries, of modern and contemporary Latin America.
Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have had a course in history or art history, and to juniors and seniors without prerequisite.

Mr. Lovett

**261 (1)* History of Spain**
**1**
The period of Spain's hegemony and modern developments culminating in the Civil War of 1936-39.
Prerequisite: same as for 260.

Not offered in 1976-77.

Mr. Lovett

**265 (2) History of the Middle East**
**1**
The social and cultural institutions of the Islamic world before 1800; the impact of the West; the rise and development of nationalist movements in the 19th and 20th centuries. Some attention will be given to Islamic influence in India, Africa, and Southeast Asia.
Open to all students.

Not offered in 1976-77.

Ms. Hay

**267 (1) History of Africa. West Africa**
**1**
An introduction to the history of West Africa from around 1500 A.D. to the present. The major topics will include the pre-colonial kingdoms, the expansion of Islam, the Atlantic slave trade, social and economic change during the colonial period, and nationalistic movements.
Open to all students.

Ms. Hay

**268 (2) History of Africa. East, Central, and Southern Africa**
**1**
An introduction to the history of East, Central, and southern Africa from ancient times to the present. Topics of major interest will include migration and state formation in early times, Swahili civilization, the slave trade, colonialism and nationalism, and the continuing conflicts in southern Africa.
Open to all students.

Ms. Hay

**271 (1) Japanese History**
**1**
Japanese history from earliest times to present, focusing on modern period (since 1600). Special consideration given to cross-cultural comparison (Japanese and European feudalism, Japanese and Chinese responses to encounters with the modern West), factors contributing to Japan's astonishingly rapid modernization in the 19th and 20th centuries, and problems faced by Japan in the future.
Open to all students.

Not offered in 1976-77.

**275 (1) Premodern Chinese History**
**1**
Chinese civilization from earliest times to the period of the modern western intrusion. Emphasis on dominant historical and cultural patterns; the evolution of Confucianism, Taoism, and Chinese Buddhism; and the development of major political institutions (emperor, bureaucracy, examination system, and others). Extensive readings in Chinese literature. Two simulation games will be played.
Open to all students.

Mr. Ocko

**276 (2) Modern Chinese History**
**1**
The history of China from the Opium War to the present. Analysis of political, economic, social, and intellectual changes stimulated by the intrusion of the modern West. Special attention paid to ways in which China's quest for modernity has been shaped by the Chinese past.
Open to all students.

Mr. Ocko

**280 (2) Imperialism, Nationalism, and Modernization**
**1**
Varieties of European imperialism in the 19th and 20th centuries, particularly colonial rule and informal empire, and the different ways in which people of other world civilizations responded to the threat of industrial Europe. The colonial experience, the growth of nationalist movements, and forms of modernization will be compared on the basis of examples drawn from Africa, the Middle East, Japan, and Southeast Asia.
Prerequisite: same as for 200.

Not offered in 1976-77.

Ms. Hay

**300 (1) Historical Thinking and Its Problems**
**1**
A study of the variety of approaches to history used by historians in the past and present. The relationship between the historical discipline and disciplines such as the social sciences and literature. Problems confronting the historian today: evidence, causation, generalization, value judgment, objectivity.
Open to sophomores, juniors, and seniors who have taken two Grade II units of history, or by permission of the instructor.

Not offered in 1976-77.

Mrs. Robinson

**301 (1) The Art of Biography**
**1**
Exploration of the diverse ways of presenting biographical narrative and insights in prose, film, and other media; the utilization of sources on the individual and their integration with historical materials; the historiographical problems of biography.
Prerequisite: same as for 254.

Mr. Gulick

**302 (2) Biography Workshop**
**1**
Student biographical projects in prose, film, and other media, normally a continuation of projects begun in 301. Group discussion.
Prerequisite: 301.

Mr. Gulick

**305 (1) Europe's Traditional System of International Relations, 1780 to 1914**
**1**
The nature of Europe's classical balance of power system and its subsequent modification through the French and industrial revolutions; the diplomacy of national unification and of imperialist expansion. Attention to Ottoman, Chinese, and African relations with Europe.
Prerequisite: same as for 300.

Not offered in 1976-77.

Mr. Gulick

**306 (2) Global International Relations**
**1**
The emergence of untraditional, cataclysmic problems of weaponry, population, and environment superimposed on traditional, ongoing problems of international relations. Attention equally divided among Europe, East Asia, the United States, and the Soviet Union.
Prerequisite: same as for 300.

Mr. Gulick

**309 (1) Intellectual History of Russia and the Soviet Union**
**1**
Social and political thought in the 19th and 20th centuries. A consideration of political and literary figures, both radical and conservative, including Dostoevsky, Lenin, and Solzhenitsyn. Emphasis is placed on the role of historical myths—such as Holy Russia and the chosen leader—in Russian and Soviet political ideology.
Prerequisite: same as for 300.

Mrs. Tumarkin-Fosburg

**310 (1-2) Social History of the United States**
**1 or 2**
The development of American society in terms of changing family organizations, socioeconomic class structure, patterns of work and leisure time activities, industrialization, urbanization, ethnic groups, and social and geographical mobility. First semester: Colonial period to 1850. Second semester: 1850 to 1960. Either semester may be elected independently.
Open to juniors and seniors who have taken two units of history or by permission of the instructor.

Ms. Jones

**312 (2) Civil Liberties in the United States**
**1**
The historical development of selected First Amendment freedoms with emphasis on the relationship between civil liberties and political and social movements. The historical context of contemporary issues such as political justice, civil disobedience in wartime, and student rights.
Prerequisite: same as for 254.

Not offered in 1976-77.

Mr. Auerbach

**316 (1) History of the West Indies**
**1**
For description and prerequisite see Black Studies 316.

**318 (1) Race and Conflict in Southern Africa**
**1**
An exploration of the historical relationships between the European, African, and the Asian communities in South Africa in an attempt to shed light on the current situation.
Prerequisite: one unit in African studies or permission of the instructor.

Ms. Hay

**319 (2) Pan-Africanism**
**1**
For description and prerequisite see Black Studies 319.

Not offered in 1976-77.

**320 (1) Social History of American Law: The Formative Era**
1
The modification of English law in the American colonies, the impact of legal changes during the post-revolutionary period; the development of American law in the federal system, the growth of the legal profession, the role of the judiciary, the relationship of law and legal institutions to social and economic change before the Civil War.
Open to juniors and seniors.

Mrs. Preyer

**321 (2) Social History of American Law: The Modern Era**
1
An examination of selected problems in American legal development since the Reconstruction era. Law will be viewed as a social institution, not as a transcendent abstraction. It will be considered as an instrument of, and deterrent to, social change, with special attention to the relation of law to liberty, the role of the legal profession, and modes of legal thought.
Open to juniors and seniors.

Mr. Auerbach

**328 (2) Problems in Ancient History and Historiography**
1
For description and prerequisite see Latin 328.

**330 (2) Seminar. Medieval/Early Modern Europe**
1
Topic for 1976-77: Kings, knaves, and jokers: studies in feudalism, kingship, and tyranny during the High Middle Ages, with special attention given to early western notions of political, religious, and personal freedom as reflected in medieval chronicles, biographies, correspondence, political treatises, and literature. Examples will be drawn primarily from the history of England and France from the 11th through the 14th centuries, but some material on medieval Germany, Italy, and Aragon will also be included.
Open to qualified juniors and seniors by permission of the instructor (see Directions for Election).

Mr. Cox

**331 (1) Seminar. European History**
1
Normally a different topic each year.
Prerequisite: same as for 330.

Not offered in 1976-77.

**332 (1) Seminar. English History**
1
Topic for 1976-77: The "woman question" in Victorian England. A study of the literature about, and the struggles for, the emancipation of women: personal, legal, educational, professional, political. The major source will be the periodical literature from the 1850's onward, with special attention to the many articles written, often anonymously, by women.
Prerequisite: same as for 330.

Mrs. Robinson

**333 (1) Seminar. European Intellectual History**
1
Topic for 1976-77: The Machiavellian Moment: historians and historical thought in 16th century Italy. Using readings primarily from Machiavelli, Guicciardini, and their critics, the course will examine the nature of historical explanation, objectivity in history, the relations of the historian to his sources and the legitimacy of generalization from historical data to political theory, both as they arose in 16th century Italy and as contemporary problems for the historian, social scientist, and philosopher. Same course as Philosophy 334.
Prerequisite: at least one course in Philosophy and one in History.

Mrs. Janik, Mr. Edwards

**335 (1) Seminar. American Studies**
1
Topic for 1976-77: America as the promised land. An examination of selected texts drawn from various disciplines and historical eras which attempts to define the promise of the American experience and analyze the fulfillment or failure of that promise.
Open by permission of the instructor.

Mr. Auerbach

**336 (2) Seminar. American Urban History**
1
Normally a different topic each year.

Not offered in 1976-77.

**337 (2) Seminar. American History I**
1
Topic for 1976-77: Reform in American history. A comparison of the assumptions, goals, and methods of major American "reformers," including common school reformers, abolitionists, temperance crusaders, "good government" advocates and muckrakers, social settlement workers, and New Dealers.
Prerequisite: same as for 330.

Ms. Jones

**338 (2) Seminar. American History II**
**1**
Topic for 1976-77: The silent generation. The impact of the Cold War and McCarthyism on the values and lifestyles of young (and not so young) Americans.
Prerequisite: same as for 330.

Mr. Auerbach

**339 (1) Seminar. American Jewish History**
**1**
Ethnicity, assimilation and identity: American Jews as a case study. The development of American Jewish life and institutions since the era of mass immigration. Historical and literary evidence will guide explorations into the relationship between minority and majority cultures and the implications for group identity. Theories of assimilation and pluralism will be considered within their social contexts.
Open by permission of the instructor.

Mr. Auerbach

**340 (2) Seminar. Afro-American History**
**1**
For description and prerequisite see Black Studies 340.

**342 (2) Seminar. African History**
**1**
Topic for 1976-77: African women and social change. European colonial rule brought about far-reaching changes in the lives of African women, changes which in many cases have been consciously accelerated under independent African governments. Readings and student papers will focus on the contrasts between the ways in which policy-makers (both European and African) have tried to change women's roles. Special attention will be given to the situation of women in the revolutionary societies of Tanzania and Mozambique.
Prerequisite: same as for 330.

Ms. Hay

**345 (1) Seminar. Chinese History I**
**1**
Topic for 1976-77: Law and society in China—past and present. This seminar will examine the structure and functioning of China's legal system and the way in which the law manifests the values of both traditional and contemporary China. Works to be read include early philosophical writings, legal codes, substantive cases, magistrates' handbooks, and detective stories.
Prerequisite: same as for 330.

Mr. Ocko

**346 (2) Seminar. Chinese History II**
**1**
Topic for 1976-77: China in revolution. Following an analysis of the major themes and historical controversy in 20th century Chinese history, the course will focus on such topics as intellectual origins, ideology, militarization and national integration, countryside versus city, and cultural and social change. Throughout the course particular attention will be paid to the issue of external influences.
Prerequisite: same as for 330.

Mr. Ocko

**347 (2) Seminar. Comparative History**
**1**
Topic for 1976-77: Conservative political and social theory in England, France, and Germany, 1789-1914. Comparative analysis of historically significant patterns of conservative and counter-revolutionary thought based on the study of a variety of primary sources. An attempt will be made to construct ideal-typical models of conservatism from counter-revolutionary traditionalists (Burke, Metternich), to counter-revolutionary modernists (Bismarck), to proto-fascist revolutionary conservatives (Moeller van den Bruck), linking these types to major intellectual currents surrounding the French Revolution, romanticism, the industrial revolution, Marxism, and anti-semitism.
Prerequisite: same as for 330.

Mr. Knudsen

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to juniors and seniors.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

### Directions for Election

A wide variety of programs may provide insight into the nature and scope of history as a discipline. Accordingly, the student majoring in history is given great latitude in designing a program of study. The student may elect courses freely, but should focus eventually upon a special field of interest, such as: (1) a particular geographic area, nation, or culture (2) a limited time period (3) a special aspect of history, e.g., social, diplomatic, intellectual (4) a significant historical problem or theme, e.g., revolution, urbanization, racism. In designing a program students are encouraged to consider courses given at MIT and in other departments at Wellesley. The concept of the major should be discussed with the major advisor, and students should consult with their advisors about changes they may wish to make in the course of the junior and senior years.

The colloquia are available to freshmen and sophomores without prerequisite. Since colloquia enrollments are limited, special application must be made. Incoming freshmen may obtain application forms from the class dean, sophomores from the Registrar's Office, Green Hall. If a colloquium is oversubscribed the instructor will decide which applicants are to be accepted. Students are advised to apply for more than one, indicating first, second, and third choices if they wish.

Seminars, unless otherwise indicated, are open by permission of the instructor to qualified juniors and seniors. Since enrollments are limited, a student wishing to apply for admission to one or more seminars must fill out an application blank, available in the department office, Founders Hall 120. Notification of which applicants are to be accepted will be made no later than the announced date for course changes without fee in each semester.

The general survey courses (100, 101, 102, 103) and Grade II survey courses in classical (230, 231), Asian (271, 275, 276), African (267, 268), and Middle Eastern (265) history are open to all students without prerequisite. In addition, freshmen and sophomores with a strong secondary school background in European history (modern, and ancient, or medieval) may elect as a beginning course 232, 233, 235, 236, 238, 239, 240, 242, 243. Courses at the Grade I level, however, are strongly recommended for students planning to major in history.

# Italian

Professor:
Avitabile

Assistant Professor:
Ellerman (Chairman)

Instructor:
Mattii[3]

All courses are conducted in Italian. In all courses except seminars some work may be required in the laboratory.

Qualified students may be recommended to spend the junior year in Italy. See p. 39.

**100 (1-2) Elementary Italian**
**2**
Development of basic language skills for the purpose of acquiring contemporary spoken Italian and a reading knowledge useful in the study of other disciplines. A general view of Italian civilization. Three periods.

The Staff

**202 (1) Intermediate Italian**
**1**
Readings from newspapers and periodicals on topics of contemporary interest such as the changing status of the Italian woman. Study of a contemporary novel in its historical context. Three periods.
Prerequisite: 100 or the equivalent.

The Staff

**207 (2) Significant Moments of the Italian Literature of the Middle Ages and the Renaissance**
**1**
An introduction to the Golden Age of Italian literature. Study and analysis of selected texts by authors such as Saint Francis of Assisi, Dante, Petrarch, Boccaccio, Machiavelli, Castiglione, and Guicciardini.
Prerequisite: 202.

Mrs. Mattii

**208 (1) Italian Romanticism**
**1**
An introductory study of the poetry and prose of Foscolo, Leopardi, and Manzoni.
Prerequisite: 207 or permission of the instructor.

Ms. Avitabile

**245 (2) Films and the Novel in Italy**
**1**
For description and prerequisite see Extra-departmental 245.

**301 (1-2) Dante**
**2**
A study of Dante's *Divina Commedia* and minor works.
Prerequisite: same as for 208.

Ms. Avitabile

**302 (1)* The Theatre in Italy**
**1**
The development of the theatre from its origins to the present time. An introduction to the classical theatre, the Commedia dell'Arte, the Pastoral drama; special emphasis on the modern theatre. Study of plays by authors such as Poliziano, Machiavelli, Tasso, Goldoni, and Pirandello.
Prerequisite: same as for 208.

Mrs. Ellerman

**303 (1)* The Short Story in Italy through the Ages**
**1**
A study of short stories by authors such as Boccaccio, Sacchetti, Bandello, Gozzi, Verga, Calvino, Ginzburg.
Prerequisite: same as for 208.

Not offered in 1976-77.

**308 (2) The Contemporary Novel**
**1**
The study of Italian fiction since 1930 as seen in the works by authors such as Moravia, Vittorini, Pavese, Calvino, Pratolini, and Sciascia. Special emphasis on themes related to the literary, social, and cultural problems of the postwar era.
Prerequisite: same as for 208.

Mrs. Ellerman

**349 (2) Seminar. Literature and Society**
**1**
The works of one or two writers studied in relation to their historical context. The author(s) will be chosen according to the interests of the participants in the course.
Open by permission of the chairman.

The Staff

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to students who have completed two units in literature in the department.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

## Directions for Election

Course 100 is counted toward the degree but not toward the major. Course 245 may count toward the major as specified in the course description.

Students majoring in Italian are advised to take 301 and 308. Courses in one or more other languages, ancient or modern, art, history, and philosophy, are recommended as valuable related work.

Majors planning to do graduate work in Italian are advised to take at least one unit in French or Spanish literature and to have a reading knowledge of Latin or of a third Romance language.

# Mathematics

Professor:
Schafer, Norvig (Chairman)

Associate Professor:
Wilcox•

Assistant Professor:
Sfehney, Shultz, Wason•, Shuchat, Roitman, Sontag, Wang

Most courses meet for two periods weekly with a third period every other week.

**100 (1) (2) Introduction to Mathematical Thought**
**1**
Topics chosen from areas such as strategies, computers, infinite sets, knots, coloring problems, number theory, geometry, group theory.
Courses 100 and 102 are intended primarily as terminal courses; both may be elected.
Open to all students.

The Staff

**101 (1) Discovery Course in Elementary Mathematics and Its Applications**
**1**
For description and prerequisite see Experimental 101.

**102 (1) (2) Applications of Mathematics without Calculus**
**1**
Introduction to topics such as probability and statistics, matrices and vectors, linear programming, graph theory; applications in the biological and social sciences. May involve use of the computer. Courses 100 and 102 are intended primarily as terminal courses; both may be elected.
Open to all students.

The Staff

**103 (1) (2) Techniques of Mathematics: Precalculus**
**1**
For description and prerequisite see Experimental 103.

**115 (1) (2) Calculus I**
**1**
Introduction to differential and integral calculus for functions of one variable. Differentiation and integration of algebraic and transcendental functions with applications to curve sketching, extremal problems, velocities, related rates, areas, and volumes.
Open to all students except those who have taken [108] or [110].

The Staff

**116 (1) (2) Calculus II**
**1**
Theoretical basis of differentiation and integration: limits, continuity, differentiability, Mean Value Theorem, linear approximation, integrability. Transcendental functions and their applications in greater depth than in 115. Further integration techniques. Sequences and series.
Prerequisite: 115 or the equivalent.

The Staff

**201 (1) Techniques of Intermediate Calculus**
**1**
A nontheoretical development of topics of particular importance to students interested in applications of mathematics. Topics include: functions of several variables, partial differentiation and multiple integration. Linear algebra, matrices, linear equations, determinants. Ordinary differential equations, homogeneous and simple nonhomogeneous equations, numerical and power series solutions. Vector valued functions. Not to be counted toward the major in mathematics. Extradepartmental 216 is recommended as a sequel, particularly for majors in the physical sciences.
Open to students who have taken [111] or by permission of the instructor.

Mr. Shultz

**203 (2) Probability and Elementary Statistics**
**1**
Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expectations, mean, standard deviation, and sampling from a normal population.
Prerequisite: [111] or 116 or the equivalent.

Mr. Shuchat

**206 (1) (2) Linear Algebra**
**1**
Systems of linear equations, vector spaces over the real and complex fields, linear transformations, matrices, determinants.
Prerequisite: same as for 203.

Ms. Sontag

**207 (1) Calculus III**
**1**
Indeterminate forms, improper integrals and infinite series. Differentiation and integration of power series. Introduction to differential equations.
Prerequisite: same as for 203.

Mr. Norvig

**208 (2) Calculus IV**
**1**
Functions of several real variables. Partial differentiation. Multiple and iterated integration. Line integration and Green's Theorem.
Prerequisite: 207 or permission of the instructor.

Mr. Norvig

**210 (2) Differential Equations**
**1**
An introductory course in ordinary differential equations.
Prerequisite: 207 or 215.

Ms. Wang

**215 (1) (2) Linear Algebra and Multivariable Calculus I**
**1**
Vectors, matrices, determinants, curves, functions of several variables, partial derivatives, gradients, multiple integrals, first-order differential equations. Applications of differential equations and functions of several variables.
Prerequisite: 116 or the equivalent.

The Staff

**216 (2) Linear Algebra and Multivariable Calculus II**
**1**
Vector spaces, including subspaces, independence, bases, dimension. Linear transformations, including range, null space, inverses, representing matrices, eigenvalues. Vector-valued functions of a vector variable. Line integrals and Green's Theorem.
Prerequisite: 215 or the equivalent.

The Staff

**249 (1) Selected Topics**
**1**
Topic for 1976-77: Number theory. Introduction to the theory of numbers and its history, including study of prime numbers, congruences, Diophantine equations, and geometric construction problems. Some elementary problems will be carried out on the computer.
Prerequisite: same as for 201.

Ms. Wang

**302 (1-2) Elements of Analysis**
**1 or 2**
Point set theory; study of convergence, continuity, differentiation and integration in finite dimensional Cartesian spaces. Topics chosen from Lebesque integration. Fourier series. One unit of credit may be given for the first semester.
Prerequisite: 216 or both 207 and 208.

Mr. Shuchat, Mr. Shultz

**305 (1-2) Modern Algebraic Theory**
**1 or 2**
Introduction to algebraic systems including groups, rings, integral domains, fields, abstract vector spaces. One unit of credit may be given for the first semester.
Prerequisite: same as for 302.

Ms. Schafer

**307 (2) Topology**
**1**
An introduction to abstract point-set and algebraic topology. Topological spaces, compactness, connectedness, continuity. Topics taken from metric spaces, product spaces, separation axioms, convergence, homotopy theory, manifolds, and simplicial homology.
Prerequisite: 302 (1).

Ms. Roitman

**309 (1)* Foundations of Mathematics**
**1**
The set-theoretic foundations of modern mathematics. Cardinal and ordinal arithmetic. The axiom of choice and the continuum hypothesis.
Prerequisite: 302 (1) or 305 (1) or permission of the instructor.

Not offered in 1976-77.

**310 (2) Functions of a Complex Variable**
**1**
Elementary functions and their mapping properties; integration theory; series expansions of analytic functions.
Prerequisite: 302 (1).

Ms. Sontag

**349 (2) Selected Topics**
**1**
Normally a different topic each year.

Not offered in 1976-77.

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open to juniors and seniors by permission.

**370 (1-2) Honors Program**
**2**
Required of honors candidates who choose to do honors research.

## Placement in Courses and Exemption Examination

Students entering with AP scores of 4 or 5 on the AB Examination, or 3 on the BC Examination of the CEEB are eligible for 116; those entering with AP scores of 4 or 5 on the BC Examination of the CEEB are eligible for 215.

Examinations for exemption from one or two courses in mathematics to satisfy partially the college requirement in science and mathematics will be offered to students who have been well prepared in the subject matter of 115 and 116. If students pass both 115 and 116 examinations, they will receive exemption from two units in mathematics; if they should pass the 115 examination only, they will receive exemption from one unit in mathematics. Exemption examinations are not offered for 100 and 102.

## Directions for Election

A major in mathematics must include the first semester of 302 and of 305, and either the second semester of 302 or 310. Units of AP credits will not be counted toward the minimum of eight units required of majors. Students planning to elect both units of either 302 or 305 should take both units in the same year.

Courses 100 and 102 may not be counted toward the major. The department also offers Introduction to the Uses of Mathematics, Experimental 101, and Techniques of Mathematics, Experimental 103, which is described on p. 143.

Students expecting to do graduate work in mathematics should elect the second semester of 302 and of 305, 310, and 349. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

Students who expect to teach at the secondary school level are advised to elect the second semester of 302 or a course in geometry, and 310.

Majors who may be practice teaching in their senior year should elect 302 (1-2) or 302 (1) and 310 (2) not later than their junior year. Students are encouraged to elect MIT courses which are not offered by the Wellesley College mathematics department.

# Music

Professor:
Herrmann (Chairman), Jander

Associate Professor:
Barry

Assistant Professor:
Kelly•, Shapiro, Proctor

Lecturer:
Cooke[3], Fisk[3], Aarset[3], Carroll[3], Tolkoff[3]

Instructor in Performing Music:
Goetze (piano), Taylor (organ), Pappoutsakis (harp), Preble (flute), O'Donnell (voice), Odiaga (harpsichord), Plaster (bassoon and Assistant in Chamber Music), Hartzell (viola da gamba and Assistant in the Collegium Musicum), Linfield (recorder, krummhorn, and Assistant in the Collegium Musicum), R. Cook (trumpet and cornetto), K. Roth (oboe and baroque oboe), Cirillo (violin and Director of Chamber Music), Arnold (guitar), Fisk (piano), N. Roth (baroque flute), Zaretsky (viola), Hadcock (clarinet), Moerschel (cello)

**100 (1) (2) Style in Music**
**1**
Representative works from eight periods of unusual interest in the history of western music (e.g., Paris at the time of Debussy and Stravinsky; J. S. Bach; the European discovery of ragtime, blues and jazz in the 1920's; the variety of uses of electronic techniques in our time; Vienna in the age of Mozart, Schubert, and Beethoven), chosen to teach the ear the essential characteristics of musical style. Not to be counted toward the major. Two lectures and one section meeting. Open to sophomores, juniors, and seniors who have not taken more than one unit in music, and to freshmen with the permission of the chairman.

Mr. Jander, Mrs. Shapiro

**101 (1-2) Introductory Course**
**1 or 2**
The fundamentals of musicianship. Development of reading and listening skills. Introduction to traditional harmony. One unit of credit may be given for the first semester. Three periods: one lecture and two section meetings.
Open to all students.

Miss Barry, Mr. Fisk

**106 (2) Afro-American Music**
**1**
A survey of Black music in America, its origins, its development, and its relation to cultural and social conditions. Not to be counted toward the major in music.
Open to all students except those who have taken [107].

Mr. Carroll

**151 (1) Freshman Seminar. Music in Performance**
**1**
A course for freshmen with a strong background in theory and performance, designed to increase their awareness of interpretive and stylistic problems through a study of selected works observed in live performance. Works studied will be chosen to take advantage of the rich cultural offerings of the Boston-Cambridge area.
Open only to freshmen who have exempted the first semester of 101.

Mr. Jander

**200 (1) (2) Design in Music**
**2**
A survey beginning with Gregorian chant and concluding with electronic music, with emphasis on live performance and on the incisive analysis of scores. Three periods.
Prerequisite: 101.

Mrs. Shapiro

**203 (1-2) Counterpoint**
**2**
Two- and three-part writing. Analysis.
Prerequisite: 101.

Mr. Cooke

**208 (1)* The Baroque Era**
**1**
Studies in the music of the 17th and early 18th centuries with emphasis on the works of Bach and Handel. Not to be counted toward the major in music.
Prerequisite: 100, 101 (1), or [103].

Not offered in 1976-77.

**209 (1)* The Classical Era**
**1**
The development of the principal instrumental forms of the period: concerto, sonata, string quartet, and symphony, with emphasis on works of Haydn, Mozart, and Beethoven. Not to be counted toward the major in music.
Prerequisite: same as for 208.

Miss Barry

**210 (2)* The Romantic Era**
**1**
Main currents in 19th century music: the influence of Beethoven; short lyric forms; the music drama. Not to be counted toward the major in music.
Prerequisite: same as for 208.

Mr. Jander

**214 (2)* The Twentieth Century**
**1**
An introduction to contemporary music. Not to be counted toward the major in music.
Prerequisite: same as for 208.

Not offered in 1976-77.

**240 (2) Proseminar in Performance**
**1**
Studies in performance and interpretation. Exploration of available repertory, editorial problems, and questions of performance practice in several historical periods through the performance and analysis of a few representative works. The study of a common repertory, shared by the entire class, will be supplemented by individual projects relating directly to the student's own performance interests and needs. Limited enrollment. Open by consultation and informal audition with the instructor.
Prerequisite: Music 101.

Mr. Fisk

**303 (2) The Middle Ages and the Renaissance**
**1**
Topic for 1976-77. To be announced.
Prerequisite: 200.

**307 (2) The Opera**
**1**
A study of operatic forms, styles, and traditions from the time of Mozart to the present.
Prerequisite: two Grade II units in the literature of music.

Not offered in 1976-77.

**312 (1-2) Harmony**
**2**
The figured bass. Harmonization of melodies. Analysis. Three periods.
Prerequisite: 203.

Mrs. Proctor

**316 (1-2) Introduction to Composition**
**2**
Advanced studies in theory. The principles of instrumentation. Composition for small ensembles.
Prerequisite: 312 and 320.

Mrs. Proctor

**319 (1)* Seminar. The Nineteenth Century**
**1**
Topic for 1976-77: The many facets of Romanticism as found in the music of Beethoven, Schubert, Schumann, Berlioz, Brahms, and Mahler.
Open to students who have taken 200 and who have taken or are taking 312.

Miss Barry

**320 (1) Seminar. The Twentieth Century**
**1**
Topic for 1976-77: Studies in forms and techniques in the music of Stravinsky, Hindemith, Bartók, and Carter.
Prerequisite: same as for 303.

Mr. Cooke

**321 (1) Seminar. The Age of Bach and Handel**
**1**
Normally a different topic each year.
Prerequisite: same as for 319.

Not offered in 1976-77.

**322 (2) Seminar. The Classical Era**
**1**
Topic for 1976-77: Haydn's last period, with special emphasis on the *London* Symphonies, the late Masses, and *The Creation*.
Prerequisite: same as for 319.

Mr. Herrmann

**344 (1) (2) Performing Music**
**1 or 2**
Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week.
Open to qualified juniors and seniors who have taken 200 and who meet the qualifications described in the Directions for Election.

The Staff

**350 (1) (2) Research or Individual Study**
**1 or 2**
Directed study in theory, orchestration, composition, or the history of music.
Open to qualified juniors and seniors by permission.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

## Directions for Election

A major in music includes 101, 200, 203, and 312. At least two units of additional study at the Grade III level are strongly recommended.

Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the music department's various performing organizations.

Training in sight reading, keyboard harmony, and score reduction is provided without charge to all students enrolled in Music 203 and 312.

## Performing Music

### Private Instruction

The music department makes arrangements for private instruction in voice, piano, organ, harpsichord, harp, violin (baroque and modern), viola, cello, viola da gamba, flute (baroque and modern), oboe (baroque and modern), clarinet, bassoon, trumpet, French horn, recorder, cornetto, lute, and guitar (classical and modern).

Students who contract for performing music instruction are charged at the rate of $224 for a half-hour private lesson per week throughout the year. An additional fee of $25 per year is charged to all performing music students for the use of a practice studio for one period daily. The fee for the use of a practice studio for harpsichord and organ is $35. Performing music fees are payable in advance and can be returned or reduced only under limited conditions and upon the approval of the chairman of the Department of Music.

All students at Wellesley who take lessons in performing music are required to take the first semester of Music 101 (basic theory) or gain exemption.

Arrangements for lessons in performing music are made at the department office during the first week of the semester.

### Academic Credit

One to four units of 344 may be counted toward the degree provided at least two units of Grade III work in the literature of music are completed. Music 344 should ordinarily follow or be concurrent with such courses in the literature of music; not more than one unit may be elected in advance of election of Grade III work in the literature. Only one unit of 344 may be elected per term.

Permission to elect the first unit of 344 is granted only after the student has successfully auditioned for the department faculty upon the written recommendation of the instructor in performing music. This audition ordinarily takes place early in the second semester of the sophomore or junior year. Permission to elect subsequent units is granted only to a student whose progress in 344 is judged excellent.

### Performing Organizations

The following five organizations are a vital extension of the academic program of the Wellesley music department:

**The Wellesley College Choir**
The Wellesley College Choir, with approximately 80 members, gives concerts on and off campus during the academic year, many of them with men's choirs. Endowed funds provide for at least one joint concert each year accompanied by a professional orchestra.

**The Wellesley Madrigal Singers**
The Madrigal Singers are a chamber chorus of about twenty-five mixed voices. The organization elects its own student director.

**The Chamber Music Society**
The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, plus a number of diverse, informal programs.

**The Collegium Musicum**
The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early music. Members of the Collegium enjoy the use of an unusually fine collection of historical instruments: harpsichords, recorders, krummhorns, violas da gamba, baroque violins, baroque and renaissance flutes, baroque oboe, cornetto, sackbut, and lute.

Separate consort instruction is available in viola da gamba and recorder for both beginning and advanced players. Members of such groups are encouraged to take private instructions as well.

**The MIT Orchestra**
Through the Wellesley-MIT cross-registration program students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.

# Philosophy

Professor:
Stadler (Chairman)

Associate Professor:
Putnam, Congleton•

Assistant Professor:
Menkiti, Janik

Instructor:
Foster[3]

Visiting Professor:
Stavrides

**101 (1) (2) Plato's Dialogues as an Introduction to Philosophy**
**1**
An introduction to philosophy through a study of Plato's views of the nature of man and society, and of the nature of philosophical inquiry as found in the early and middle dialogues taking Socrates as their central concern.
Open to all students.

Mrs. Stavrides

**106 (1) (2) Introduction to Moral Philosophy**
**1**
An examination of the methods by which intelligent moral decisions are made through an examination of the views of several major figures in the history of moral philosophy. An attempt to develop the capacity to recognize and critically analyze philosophical arguments pertinent to the resolution of concrete contemporary issues.
Open to all students.

Ms. Foster

**150 (1) Colloquium**
**1**
For directions for applying see p. 44.
Open by permission to a limited number of freshman and sophomore applicants.

**(1)**
Fact, fiction, and philosophy

Scientists, story tellers, and philosophers view the world from different perspectives. They seem to see different worlds and use different modes of expression to communicate what they see. In this colloquium students will explore these different approaches. Appreciation of the value of these diverse points of view and modes of expression will be encouraged.

Mrs. Putnam

**200 (1) (2) Modern Sources of Contemporary Philosophy**
**1**
A study of the work of Descartes, Hume, and Kant. The course is intended to introduce students to the most influential philosophers of modern times. Key concepts, terms, and arguments used by philosophers from the 17th century to the present day will be discussed. The course also provides preparation for more advanced work both in contemporary philosophy and in the history of modern philosophy.
Open to all students except freshmen in the first semester.

Mrs. Janik

**202 (2)* *** Introduction to African Philosophy**
**1**
For description and prerequisite see Black Studies 202. Course alternates with Black Studies 211.

Mr. Menkiti

**203 (1) (2) Philosophy of Art**
**1**
An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence.
Open to freshmen who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.

Mrs. Stadler

**204 (2) Philosophy of Language**
**1**
An investigation of man as the unique user of language. The relationship of language capacity to rationality and morality will also be considered. Readings for the first half of the course will include Whorf, Skinner, Chomsky, Piaget, and Vygotsky; for the second half, Wittgenstein.
Prerequisite: same as for 203.

Mrs. Stadler

**206 (1) Selected Problems in Moral Philosophy**
**1**
Focus on a clarification of the nature of justice and of moral responsibility as discussed by major modern and contemporary philosophers. Application to current problems.
Prerequisite: same as for 203.

Mr. Menkiti

**211 (2)* Philosophy of Religion**
**1**
An examination of basic problems regarding the nature of religion, the grounds of religious belief, and the character of ritual, with attention to both traditional and contemporary positions.
Prerequisite: same as for 203.

Mr. Menkiti

**215 (1)* Consciousness, Ideology and Knowledge**
**1**
What factors influence the formation of an individual's beliefs? Theses in the sociology of knowledge. Readings in Marx, Weber, Mannheim, and others.
Prerequisite: same as for 203.

Mrs. Putnam

**216 (1) Logic**
**1**
An introduction to the methods of symbolic logic and their application to arguments in ordinary English. Discussion of validity, implication, consistency, proof, and of such topics as the thesis of extensionality and the nature of mathematical truth.
Open to sophomores, juniors, and seniors, and to freshmen by permission of the instructor.

Mrs. Putnam

**217 (2) Philosophy of Science**
1
A course for both science and nonscience majors to increase understanding and appreciation of scientific knowledge and the methods of scientists. An examination of concepts which philosophers of science have found to be particularly interesting, e.g., explanation, law, theory construction, experiment and observation, truth. Examples from the history of science and contemporary science, drawn from both the "hard" and the "soft" sciences.
Prerequisite: same as for 203.

Mrs. Putnam

**218 (1) History of Science I**
1
For description and prerequisite see Extradepartmental 218.

**219 (2) History of Science II**
1
For description and prerequisite see Extradepartmental 219.

Not offered in 1976-77.

**220 (1) History of Modern Philosophy from the Renaissance to Kant**
1
Examination of the origins and development of modern philosophy, with emphasis on the Renaissance rediscovery of the Classics, the rise of skepticism, the influence of scientific thought on philosophy, and the thought of the French Enlightenment. The social and cultural context of philosophical change will be used to illuminate a series of specific texts. Writers to be discussed will include Montaigne, Bacon, Pascal, Locke, Leibniz, and Diderot.
Prerequisite: 200 or other previous study of Descartes, Hume, and Kant accepted by the instructor as equivalent.

Mrs. Janik

**221 (2) History of Modern Philosophy from Kant to the Early Twentieth Century**
1
A continuation of Philosophy 220 through the study of Mill, Comte, Hegel, Marx, Schopenhauer, and Nietzsche.
Prerequisite: 220.

Mrs. Janik

**249 (1) Medical Ethics**
1
A philosophical examination of some central problems at the interface between medicine and ethics. Exploration of the social and ethical implications of current advances in biomedical research and technology. Topics discussed will include psycho-surgery, gender-surgery, genetic screening, amniocentesis, euthanasia.
Prerequisite: same as for 203.

Mr. Menkiti

**311 (2) Aristotle**
1
Intensive study of the thought of Aristotle through detailed reading of selected works. Aristotle's *Metaphysics*, *Physics*, *De Anima*, and *Posterior Analytics* are the texts to which most attention will be devoted.
Prerequisite: 101 or other study of Plato accepted as equivalent by instructor.

Mrs. Janik

**326 (2) Philosophy of Law**
1
A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the relation of law to morality, the function of rules in legal reasoning, and the connection between law and social policy. Clarification of such notions as obligation, power, contract, liability, and sovereignty. Readings will cover the natural law tradition and the tradition of legal positivism, as well as such contemporary writers as Hart and Fuller.
Open to qualified juniors and seniors, or by permission of the instructor.

Mr. Menkiti

**327 (2) Seminar. Ideas of Progress**
1
The aim is to discover what exactly is at issue in discussions of the debts which the arts, sciences, and philosophies of the 20th century owe to their respective historical antecedents. The seminar will examine texts in the history of art, science, and philosophy with a view to clarifying the measure of agreement between different answers to the questions of what progress is and how it is to be assessed. Readings will include Gombrich, Lakatos, and Collingwood. Offered jointly with MIT 21.751.
Open to juniors and seniors by permission of the instructor.

Mrs. Stadler, Mr. Kibel (MIT)

**328 (1) Problems in Twentieth Century Art and Philosophy**
**1**
Twelve major painters of the last 100 years, from Manet to Olitski, will be studied. Equal emphasis will be given to their stylistic development through a close study of individual paintings and to the critical issues raised by their work especially as these issues relate to the history of Modernist thought. Readings will include writings of the artists themselves, as well as relevant critical and philosophical texts. Offered jointly with MIT 21.753.
Open by permission of the instructors.

Mrs. Stadler, Mr. Ablow (MIT)

**333 (1) Existential Philosophy and Phenomenology**
**1**
Central themes in contemporary European philosophy with special emphasis on the contributions of Soren Kierkegaard, Edmund Husserl, Martin Heidegger, and Jean-Paul Sartre.
Prerequisite: 200.

Mrs. Stavrides

**334 (1) The Machiavellian Moment: Historians and Historical Thought in Sixteenth Century Italy**
**1**
Using readings primarily from Machiavelli, Guicciardini and their critics, the course will examine the nature of historical explanation, objectivity in history, the relations of the historian to his sources and the legitimacy of generalization from historical data to political theory, both as they arose in 16th century Italy and as contemporary problems for the historian, social scientist, and philosopher.
Same course as History 333.
Prerequisite: at least one course in Philosophy and one in History.

Mrs. Janik, Mr. Edwards

**338 (2) Equality**
**1**
A systematic philosophical examination of an ambiguous social ideal. Critique of traditional attempts to distinguish legal, political and economic equality. Clarification of new questions raised by current controversies regarding racial and sexual equality as well as by the notion of equality of opportunity. The seminar is intended to elucidate the concept(s) of equality; to subject arguments for and against it to critical scrutiny, and to reveal how equality relates to other moral and social ideals. Prerequisite: at least one course in moral or social philosophy or in political theory, or consent of the instructor.

Mrs. Putnam

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open to juniors and seniors by permission.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

## Directions for Election

Philosophy majors are expected to elect courses in at least two of the following fields: (1) logic or the philosophy of science (2) history of philosophy, ancient or modern (3) value theory, i.e., moral or political philosophy, or the philosophy of art. Students planning graduate work in philosophy are strongly advised to elect courses in all three fields, and, in particular, in logic.

In addition, students majoring in philosophy should develop a special competence either in the work of one major philosopher or in one problem of contemporary concern. Such competence may be demonstrated by passing a course on the Grade III level with an honors grade, by 350 work, or by submitting a substantial paper. Special arrangements can be made for students with strong interdepartmental interests.

A knowledge of Greek, French, or German is desirable. Students planning graduate work in philosophy should acquire a reading knowledge of two of these languages.

The department offers the following options for earning honors in the major field: (1) writing a thesis or a set of related essays (2) a two-semester project which replaces the thesis with some of the activities of a teaching assistant (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

# Physical Education

Associate Professor:
Vaughan (Chairman)

Assistant Professor:
Cochran, Trexler, Burling, Batchelder, Wiencke

Instructor:
Brown, Earle, Robinson, Allen[3], LaPeer[3]

**121 (1-2) Physical Education Activities**
The instructional program in physical education is divided into four seasons, two each semester. To complete the College work in physical education a student must earn 8 credit points by the end of the junior year. These credit points do not count as academic units toward the degree, but are required for graduation. Most activities give 2 credit points each season, but certain activities give 3 or more credit points. Each activity is divided into skill levels to provide instruction in homogeneous groups. Special fees are charged for a few courses and are listed in the course descriptions. More detailed information on specific course offerings, skill levels, prerequisites, and numbers of points may be found in the Department of Physical Education curriculum handbook which is sent to entering students and is distributed to each student prior to registration. The total program of activities offered in 1976-77 in very general terms follows below.

**235 (2) Contemporary Approaches to Dance Composition: Practice and Theory**
**1**
For description and prerequisite see Extra-departmental 235.

**(1)**
Scheduled throughout the first semester

Advanced Life Saving and
  Aquatic Safety
Dance
First Aid
Gymnastics
Self Defense
Swimming

**Season 1. Scheduled in first half of first semester**
Archery
Canoeing
Crew
Dance
Golf
Hiking and Outdoor Study
Horseback Riding
Individual Exercise Activities
Mask, Fin and Snorkel
Sailing
Swimming
Tennis
Volleyball
Water Safety Instructor Review

**Season 2. Scheduled in second half of first semester**
Badminton
Dance
Diving
Fencing
First Aid
Gymnastics
Horseback Riding
Human Performance: Physiological Perspectives and Psychological Perspectives
Individual Exercise Activities
Scuba Diving
Seminar. Sport in Society
Squash
Swimming
Trampoline
Volleyball
Yoga

(2)
Scheduled throughout the second semester

Dance
Gymnastics
Self Defense
Swimming
Water Safety Instructor
Yoga

**Season 3. Scheduled in first half of second semester**
Badminton
Cross Country Skiing
Dance
Downhill Skiing
Fencing
Gymnastics
Individual Exercise Activities
Mask, Fin and Snorkel
Squash
Trampoline
Volleyball

**Season 4. Scheduled in second half of second semester**
Archery
Canoeing
Crew
Dance
First Aid
Golf
Hiking and Outdoor Study
Horseback Riding
Human Performance: Physiological Perspective
Individual Exercise Activities
Sailing
Scuba Diving
Seminar. Sport in Society
Swimming
Tennis
Volleyball
Water Safety Instructor

**Intercollegiate Program**
There are opportunities for those who enjoy competition to participate on one of the intercollegiate teams presently sponsored by the department and the Sports Association.

These teams include:
Basketball
Crew
Fencing
Field Hockey
Lacrosse
Sailing
Squash
Swimming and Diving
Tennis
Volleyball
Water Polo

## Directions for Election

Each student is expected to complete a minimum of two seasons a year until Physical Education 121 is completed. A student may elect a course which is scheduled throughout a semester, two courses concurrently, or may choose not to elect a course during some seasons.

Students should select courses which meet their present and projected interests in physical activities. It is hoped that students will gain knowledge of the relation of physical activity to the maintenance of general well-being; that they will achieve a level of ability, understanding, and participation in sports, dance, and/or exercise so that they may experience satisfaction and enjoyment; and that they will be able to swim with sufficient skill to participate safely in recreational swimming and boating.

A student's choice of activity is subject to the approval of the department and the College Health Services. Upon recommendation of a College physician and permission of the department, a student may enroll in a modified program.

Students may continue to enroll in physical education after Physical Education 121 is completed. Members of the faculty may elect activities with the permission of the department.

# Physics

Professor:
Guernsey (Chairman), Fleming

Associate Professor:
Brown

Assistant Professor:
von Foerster, Papaefthymiou[3]

Laboratory Instructor:
Benson[3], Byleckie[3]

Unless otherwise noted all courses meet for two periods of lecture and discussion weekly and all Grade I and Grade II courses have one three-hour laboratory appointment weekly.

**101 (2) Physics in Perspective**
**1**
Qualitative discussion of the evolution of physics from classical to modern concepts with emphasis on 20th century physics. Laboratory in alternate weeks. Not to be counted toward the minimum major, or to fulfill entrance requirement for medical school.
Open to all students.

Miss Fleming

**102 (2)* Physics of Perception and Aesthetics**
**1**
Qualitative discussion of some of the physical problems arising in psychology, art, and music. Each student will write a final paper applying physical principles to a particular field of interest. Laboratory in alternate weeks. Not to be counted toward the minimum major, or to fulfill entrance requirement for medical school.
Open to all students.

Mr. von Foerster

**103 (2)* Energy**
**1**
Qualitative and, at times, quantitative discussion of the role of energy in physical systems: discussion of the various forms of energy, of their relationships, and of the transformation of one form into another; general physical principles and applications to technology, as well as to other sciences. Each student will write a final paper applying the physical principles to a particular field of interest. Laboratory in alternate weeks. Not to be counted toward the minimum major, or to fulfill entrance requirement for medical school.
Open to all students except those who have taken Chemistry 102, spring 1975. A knowledge of high school algebra and trigonometry is assumed.

Not offered in 1976-77.

Mr. von Foerster

**104 (1) Basic Concepts in Physics**
**1**
Forces, fields, conservation laws, waves, duality of nature. Two periods weekly with a third period every other week. Three and one-half hour laboratory appointments in alternate weeks. Not open to students who have taken [100].
Open to all students who do not offer physics for admission and by permission of the instructor to juniors and seniors who offer physics for admission.

Miss Fleming

**105 (1) General Physics I**
**1**
Elementary mechanics; introduction to wave phenomena. Not open to students who have taken [103].
Open to students who offer physics for admission and who are not eligible for 110.

Mr. von Foerster

**106 (1) (2) General Physics II**
**1**
Electricity and magnetism; wave phenomena and optics. Biological examples. Two periods weekly with a third period every other week. Prerequisite: [100] or [103] or 104 or 105 and Mathematics 115 or [108] or [110], or open by permission to juniors and seniors who offer physics for admission.

Ms. Papaefthymiou, Ms. Brown

**110 (1) Advanced General Physics**
1
Mechanics, wave motion, optics. Two periods weekly with a third period every other week. Open to students who offer physics for admission and have completed Mathematics 115; or by permission of the instructor to students who offer no physics and who have completed Mathematics 116 or [111].

Mrs. Guernsey

**200 (2) Modern Physics**
1
Basic principles of relativity and quantum theory, and of atomic and nuclear structure.
Prerequisite: 106 or 110 and Mathematics 115 or [111].

Miss Fleming

**201 (2) Electricity and Magnetism**
1
Fundamental laws of electric and magnetic fields; electric circuits; electric and magnetic properties of matter. Laboratory includes practice in the use of the oscilloscope and other measuring instruments.
Prerequisite: 106 or 110, and Mathematics 116 or [111].

Mrs. Guernsey

**202 (1) Optical Physics**
1
Wave theory as applied to optical phenomena. Interference, diffraction, coherence, polarization, dispersion, resolution. Introduction to modern optics including lasers and holography.
Prerequisite: same as for 201.

Ms. Brown

**206 (2)* Electronics**
1
Fundamental principles of electron tubes and transistors; application to power supplies, amplifiers, oscillators, modulators. Introduction to integrated circuits.
Prerequisite: 201.

Not offered in 1976-77.

Mrs. Guernsey, Ms. Brown

**216 (2) Mathematics for the Physical Sciences**
1
For description and prerequisite see Extradepartmental 216.

**249 (1)* Selected Topics**
1
Normally a different topic each year. Students will present papers on topics of interest to them.
Prerequisite: 200 and 216 or Mathematics 206 or the equivalent, or permission of the instructor.

Not offered in 1976-77.

Mr. von Foerster

**305 (2)* Thermodynamics**
1
The laws of thermodynamics; kinetic theory of gases; statistical mechanics.
Prerequisite: 106 or 110, and one Grade II course; 216 or Mathematics 201 or 215 or 208.

Ms. Brown

**306 (1) Mechanics**
1
A vector analytical presentation of Newtonian mechanics. Two periods weekly with a third period every other week.
Prerequisite: 201 or 202; 216; or permission of the instructor.

Mr. von Foerster

**314 (2) Electromagnetic Theory**
1
Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation.
Prerequisite: 201 and 306 and 216 or Mathematics 215 or 208.

Ms. Papaefthymiou

**321 (1) Quantum Mechanics**
1
Interpretative postulates of quantum mechanics; solutions to the Schroedinger equation; operator theory; perturbation theory; scattering; matrices.
Prerequisite: 216 or Mathematics 210.
In addition, one unit of Grade II physics, or permission of the instructor. 306 is recommended.

Ms. Brown

**349 (1) Selected Topics**
1
Topics from Mathematical Physics; in 1976-77 these will include General Relativity, nonrelativistic Quantum Field Theory, as well as other topics from Quantum Theory.
Prerequisite: 321 or permission of the instructor.

Mr. von Foerster

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to juniors and seniors.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

### Directions for Election

Credit will be given for only one of the following courses: [100], [103], 104, 105, 110.

A major in physics should ordinarily include 201, 202, 306, 314, and 321. Extradepartmental 216 or Mathematics 216 or 208 is an additional requirement. One unit of another laboratory science is recommended.

A reading knowledge of two of the following languages is desirable for students planning to attend graduate school: French, German, Russian.

### Exemption Examination

An examination for exemption from Physics 110 is offered to students who present one admission unit in physics. Students who pass this examination will be eligible for Grade II work in physics. No unit of credit will be given for passing this examination.

# Political Science

Professor:
Evans, Miller•, Schechter

Associate Professor:
Stettner (Chairman), Just

Assistant Professor:
Sullivan, Grindle, Paarlberg

Instructor:
Abramson[3], McGeary[3]

Visiting Professor:
Crespi-Reghizzi[3]

**101 (1) (2) Introduction to Politics**
**1**
Study of political conflict and consensus, or "who gets what, when, and how." Topics include ways in which political systems deal with problems of leadership, economic development, social and racial inequality. Comparison of democratic and authoritarian systems, including the United States, Great Britain, Nazi Germany, and the People's Republic of China. Emphasis on the relationship between political thought, institutions, and policy problems. Readings from Rousseau, Madison, Mill, Hitler, Marx, Lenin, and Mao as well as contemporary political analysts. Strongly recommended for all further work in political science.
Open to all students.

The Staff

## Comparative Politics

**204 (1) Comparative Politics of the Developing Areas**
**1**
Study of selected aspects of African, Asian, and Latin American political systems, with emphasis upon use and evaluation of analytical concepts in recent literature; political change, national integration, and legitimization among problems considered.
Prerequisite: one unit in Political Science or European history; open to juniors and seniors without prerequisite.

Mr. Sullivan

**205 (1) Politics of Western Europe**
**1**
A comparative study of democratic politics in western Europe. The course will focus on political development in Great Britain, France, and Germany and will examine the role of political culture, parties, interest groups, and leaders in the political process. Contemporary problems in civil rights, economics, and European integration will be explored.
Prerequisite: one unit in Political Science or European history; open to juniors and seniors without prerequisite.

Mrs. Just

**207 (2) Politics of Latin America**
**1**
An analysis of political and economic problems of Latin America, including alternative explanations of development and underdevelopment in the region. The course will focus on major national problems such as urbanization, rural development and agrarian reform, economic dependency, industrialization and redistribution and explore the political consequences of public policies formulated to deal with these issues. Special consideration given to the political systems of Mexico, Brazil, Peru, Argentina, and Chile.
Prerequisite: one unit in Political Science; by permission to other qualified students.

Ms. Grindle

**209 (2) Politics of Subsaharan Africa**
**1**
An examination of the problems of decolonization, national integration, and mobilization in selected African states, including Ghana, Nigeria, Ivory Coast, Tanzania, and Zaïre.
Prerequisite: one unit in Political Science; by permission to other qualified students.

Not offered in 1976-77.

**300 (2) Politics of East Asia**
**1**
National and international politics of China and Japan. The People's Republic of China will be considered as an experiment in a radical political ideology and a response to the problems of economic development. Study of Japan will emphasize contemporary voting behavior and bureaucratic politics.
Prerequisite: two units in Political Science or East Asian Studies.

Mr. Sullivan

**301 (1) Politics of the Soviet Union and Eastern Europe**
**1**
Study of politics and government in the Soviet Union and eastern Europe; the interrelationship of ideology and power, leadership, political institutions, and policy formation.
Prerequisite: two units in Political Science or Russian language and/or history.

Mr. Sullivan

**304 (2) Studies in Political Leadership**
**1**
The interaction of psychology and politics will be emphasized in conceptual approaches and case studies. Special attention will be given to U.S. presidents as political leaders and women as political leaders. Individual research and student reports.
Open to students who have taken one Grade II unit in international relations, American or comparative politics, or by permission of the instructor.

Not offered in 1976-77.

Miss Miller

Offered in 1977-78.

**305 (1) Seminar**
**1**
Topic for 1976-77: Comparative perspectives on social welfare policies. An examination of the government's role in the provision of social welfare benefits in selected countries, including consideration of the contribution of the political process to the definition of issues such as health care, income maintenance, and education. The seminar will analyze the development of governmental responsibility in the social welfare area, alternatives available to policy makers, constraints on their decisions, and the impact of policy choices on various groups and classes in the society. Case material drawn from the experience of the United States, western European and Third World nations.
Open to juniors and seniors by permission of the instructor.

Ms. Grindle

**306 (2) Seminar**
1
Normally a different topic each year.
Open to juniors and seniors by permission of the instructor.

Not offered in 1976-77.

## American Politics

**200 (1) (2) American Politics**
1
The dynamics of the American political process: constitutional developments, erosion of congressional power and the rise of the presidency, impact of the Supreme Court, evolution of federalism, the role of political parties, elections and interest groups. Emphasis on political values and their influence on both institutions and policies. Analysis of contemporary problems, including political corruption, racial conflict, individual liberties, urbanization, environmental disruption, inflation, and unemployment. Recommended for further work in American law and politics. Not open to students who have taken [211].
Prerequisite: one unit in Political Science, Economics, or American Studies, or by permission of the instructor.

Mr. Schechter, Ms. Grindle

**210 (1) (2) Voters, Parties and Elections**
1
Analysis of political behavior in America. How do people learn about politics? What is the role of public opinion in contemporary issues? Study of voting decisions, political campaigns, party organization and the meaning of elections. Special topics include the use of media and technology in campaigns, political alienation, and structural reform.
Prerequisite: Political Science 200, or [211], or the equivalent, or by permission of the instructor.

Mrs. Just

**212 (2) Urban Politics**
1
Introduction to contemporary urban problems. Analysis of the various perspectives on the nature of urban and suburban problems and policies. Evaluation of the formation, implementation, and impact of selected urban policies concerning housing, education, race, criminal justice, welfare, finances, transportation. Examination of trends in national urban policy, intergovernmental relations, and patterns of political involvement and conflict. Opportunities for group and individual field work in the metropolitan Boston area.
Prerequisite: one Grade II unit in American politics, two units in American history or Sociology, or by permission of the instructor.

Mr. McGeary

**310 (2) Political Decision-Making in the United States**
1
Analysis of the policy-making process based on simulation of decision-making in executive, legislative, and/or judicial units at different levels of government in the United States. Four or five nationally important questions considered with all class members playing roles as advocates, witnesses, decision-makers, or analysts; evaluation of role-playing and extent to which relevant considerations are taken into account in reaching decisions.
Prerequisite: one Grade II unit in American politics or permission of the instructor.

Mr. Schechter

**311 (1) Seminar**
1
Normally a different topic each year.
Open to juniors and seniors by permission of the instructor.

Not offered in 1976-77.

**312 (1) Seminar**
1
Normally a different topic each year.
Open to juniors and seniors by permission of the instructor.

Not offered in 1976-77.

**315 (2) Bureaucratic Behavior and Policy Analysis**
1
Introduction to the foundations and recurrent themes in the study of modern bureaucracies. The course will focus on bureaucratic policy-making in a technologically changing environment and will evaluate the role of the new technological bureaucracies including the FEA, EPA, and AEC. Issues to be examined include the controversy of politics versus administration, modern bureaucracies and democratic theories, the effect of individual behavior and other social-psychological aspects of bureaucracies on policy and the impact of values, expertise, and communication in bureaucratic decision-making.
Prerequisite: one Grade II unit in American politics or permission of the instructor.

Mr. McGeary

## International Relations

**221 (1) (2) World Politics**
1
An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the policy perspectives of principal states, and the modes of accommodation and conflict resolution.
Prerequisite: one unit in Political Science or permission of the instructor.

Mr. Paarlberg

**222 (2) Comparative Foreign Policies**
1
An examination of factors influencing the formulation and execution of national foreign policies in the contemporary international system. Comparisons and contrasts between "advanced" and "developing" countries will be stressed, especially the varying significance of domestic sources of foreign policy in western and nonwestern settings.
Prerequisite: one unit in international relations or comparative politics.

Not offered in 1976-77.

**321 (1) The United States in World Politics**
1
An examination of American foreign policy since 1945. Readings will include general critiques and case studies designed to illuminate both the processes of policy formulation and the substance of policies pursued. Consideration of future prospects and current research strategies.
Prerequisite: one unit in international relations or permission of the instructor.

Mr. Paarlberg

**323 (2) Seminar. The Politics of Global Welfare**
1
Topic for 1976-77: Origins and consequences of international inequality. Selected issues in contemporary relations among rich and poor nations, including food, population, energy, resource depletion, ecology, aid, trade, and multinational investment. Prospects for a new international economic order.
Open to juniors and seniors by permission of the instructor.

Mr. Paarlberg

## Legal Studies

**330 (1) (2) Law and the Administration of Justice**
1
Fundamentals of the American legal process, including development of common law, courts and judges, civil and criminal proceedings, consumer rights and duties, criminal liability, interaction of law and politics, limits of a legal system, some comparison with Civil Law System. Legal research and moot court practice. Recommended for further work in legal studies.
Prerequisite: two Grade II units in one of the following fields—Political Science, Economics, History, Psychology, or Sociology; and by permission of the instructor to sophomores.

Miss Evans

**331 (2) International Law**
**1**
The law applicable to the relations of States, international organizations, and individuals in the international community, considering law-making processes, settlement of public and private disputes, national claims to marine areas, control of international terrorism, nationality and alienage, regulation and protection of foreign trade and investments, revision of laws of war. Legal research and moot court practice.
Open to students who have taken 330 or two units in international relations, or by permission of the instructor.

Miss Evans

**332 (1) The Supreme Court in American Politics**
**1**
Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the powers of the President and of Congress, federal-state relations, and individual rights and liberties. Each student will take part in a moot court argument of a major constitutional issue.
Prerequisite: two Grade II units in Political Science, including one in American politics; or 330; or permission of the instructor.

Mr. Schechter

**333 (2) Seminar**
**1**
Topic for 1976-77: Law and social change—emerging constitutional rights of women, racial minorities, and the poor. Analysis of contemporary legal, political, and administrative issues. Focus on the equal protection clause of the Fourteenth Amendment, the proposed Equal Rights Amendment, and statutes such as Title VII of the 1964 Civil Rights Act. The seminar will examine the role of interest groups, political leaders, bureaucrats, and judges in conflicts such as employment discrimination, affirmative action programs, school segregation, housing for the poor and racial minorities, welfare rights.
Prerequisite: 332 and permission of the instructor.

Mr. Schechter

**334 (2) The Criminal Justice System**
**1**
An examination of how the criminal justice system works, considering the functions of police, prosecutor, defense counsel, and court in the processing of criminal cases; uses of discretionary power in regard to international and national rendition of fugitive offenders, arrest, bail, plea bargaining, and sentencing; scope and limits of the legal rights of the offender; current problems in the penumbra of criminal law. Legal research and moot court practice.
Prerequisite: 330 or permission of the instructor.

Miss Evans

**335 (2) Law and Legal Institutions in Developing Countries**
**1**
Description to be announced.
Prerequisite: previous work in comparative politics or law, or by permission of the instructor.

Mr. Crespi-Reghizzi

**336 (2) Seminar**
**1**
Topic for 1976-77: The role of law in socialist and communist nations.
Open to juniors and seniors by permission of the instructor.

Mr. Crespi-Reghizzi

## Political Theory and Methods

**240 (1)* Classical and Medieval Political Theory**
**1**
Study of selected classical, medieval, and early modern writers such as Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther, Calvin, and Hooker. Views on such questions as nature of political man; interpretations of such concepts as freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis.
Offered in alternation with 340.
Prerequisite: one unit in Political Science, Philosophy, or European history.

Not offered in 1976-77.

Mr. Stettner

**241 (2) Modern and Contemporary Political Theory**
**1**
Study of political theory from the 17th century to the present. Among the theorists studied are Hobbes, Locke, Hume, Rousseau, Burke, Mill, Hegel, Marx, and Nietzsche. Views on such questions as the nature of political man; interpretations of such concepts as freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis.
Prerequisite: one unit in Political Science, Philosophy, or European history.

Mr. Stettner

**249 (2) Political Science Laboratory**
**1**
The role of empirical data and the use of the computer in the study of comparative politics, public opinion, and political behavior. Frequent exercises introduce students to topics in descriptive statistics, probability and sampling, questionnaire design, cross tabulation; tests of significance, regression, correlation and modeling. Emphasis is on concepts in data analysis. No previous knowledge of mathematics, statistics, or computing is required.
Prerequisite: one Grade II unit in political science or permission of the instructor.

Mrs. Just

**340 (1)* American Political Thought**
**1**
Examination of American political writing, with emphasis given to the Constitutional period, Progressive Era, and to contemporary sources. Questions raised include: origins of American institutions, including rationale for federalism and separation of powers, role of president and congress, judicial review, etc.; American interpretations of democracy, equality, freedom and justice; legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis. Offered in alternation with 240.
Prerequisite: Grade II work in political theory, American politics, or American history, or by permission of the instructor.

Mr. Stettner

**341 (2) Issues and Concepts in Political Theory**
**1**
Study of such political concepts as freedom, justice, equality, democracy, power, revolution, civil disobedience, and political obligation. Discussion of related issues, including implications for political systems of adopting these concepts and problems which result when these values conflict with one another. Emphasis on contemporary political problems and sources.
Prerequisite: two Grade II units in Political Science, Philosophy, or intellectual history, or by permission of the instructor.

Mr. Abramson

**349 (2) Seminar**
**1**
Topic for 1976-77: To be announced.
Open to juniors and seniors by permission of the instructor.

Mr. Abramson

**350 (1) (2) Research or Individual Study**
**1 or 2**
Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor, and plan the project, readings, conferences, and method of examination with the faculty sponsor.
Open by permission to juniors and seniors.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

## Wellesley-MIT Experimental Course Exchange

One MIT course has been selected for the experiment, and deliberate efforts will be made to enroll approximately an equal number of MIT and Wellesley students in the course. The course will meet once a week, on a rotating basis between the two campuses. Students will receive academic credit from the institution sponsoring the course. However, the MIT course will not count as an exchange unit for purposes of determining whether Wellesley students can take additional units at MIT.

**17.20 (2) The Evolution of American Politics**
Designed to provide students with historical background for understanding growth and change in American national political structures and processes to their present state. The approach, however, will be at least as much oriented to social-science perspectives as to those of more conventional history. Topics to be examined include the evolution of Congress, the Presidency and electoral politics, with attention to changes in behavior, structure, and performance. Primary emphasis placed on developments in the 20th century, and some collateral attention paid to changes in the role of the Supreme Court in the national policy process.
Previous work in American politics strongly recommended.

Mr. Burnham (MIT)

## Directions for Election

A major in political science may be broad in scope, or it may have a special focus, e.g., metropolitan regional problems, environmental politics, area studies, international politics, legal problems of minorities, political ethics. Political Science 100, which provides an introduction to the discipline of political science, is strongly recommended for students planning to major. The department offers courses, seminars, and research or independent study in five fields: American government, comparative government, international relations, legal studies, political theory and methods. Of the eight units comprising a minimum major, two units must be taken in each of three of these five fields. At least three of these six distribution units must be taken in the Department of Political Science at Wellesley. Units taken at another institution in order to fulfill the field requirement must be approved by the department.

Graduate work in political science leading to the Ph.D. usually requires a reading knowledge of two foreign languages and, for many specialties, a knowledge of statistical techniques or an introduction to the calculus.

Students participating in the Wellesley Washington Summer Internship Program or the Wellesley Urban Politics Summer Internship Program may arrange with the respective directors to earn credit for independent study.

The experimental exchange of faculty and courses between the political science departments of Wellesley and MIT is described on this page.

# Psychology

Professor:
Zimmerman•

Associate Professor:
Dickstein, Furumoto (Chairman), Schiavo

Assistant Professor:
Clinchy•, Finison•, Koff, Mokros, Riederer, Rierdan, Weingarten, Sheingold

Instructor:
Levine[3], Burke[3], Thomas, Williamson, Littenberg[3], Frey[3], Masur[3]

Lecturer:
Stiver[3]

Research Assistant:
Eister

**101 (1) (2) Introduction to Psychology**
**1**
Study of selected research problems from areas such as personality development, learning, cognition, and social psychology to demonstrate ways in which psychologists study behavior.
Open to all students.

Mr. Schiavo, Ms. Burke

**201 (1) (2) Statistics**
**1**
The application of statistical techniques to the analysis of psychological data. Major emphasis on the understanding of statistics found in published research and as preparation for the student's own research in more advanced courses. A considerable part of the course will be devoted to laboratory exercises in and out of class. Three periods of combined lecture-laboratory. Additional optional periods may be arranged for review and discussion.
Prerequisite: 101.

Mr. Riederer, Mr. Thomas

**207 (1) (2) Child Development**
**1**
A survey of child behavior and psychological development, with emphasis on infancy and early childhood. Theory and research pertaining to personality, social and cognitive development are examined. Two periods of lecture and one of discussion or observation of children.
Prerequisite: 101.

Ms. Mokros, Ms. Sheingold, Ms. Masur

**207R (1) (2) Research Methods in Developmental Psychology**
**1**
An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. Each section typically limited to ten students. Not open to students who have taken or are taking 210R, or 212R.
Prerequisite: 201 and 207.

Mrs. Koff, Ms. Mokros, Ms. Sheingold

**210 (1) (2) Social Psychology**
**1**
The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction. Three periods of lecture, discussion, and demonstration.
Prerequisite: 101.

Mr. Thomas, Mr. Williamson

**210R (2) Research Methods in Social Psychology**
**1**
An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to ten students. Not open to students who have taken or are taking 207R, or 212R.
Prerequisite: 201 and 210.

Mr. Williamson

**212 (1) (2) Personality**
**1**
Selected theories of personality as applied to the normal individual. Some emphasis on relation of theories to selected topics and/or case studies.
Prerequisite: 101.

Mr. Dickstein, Ms. Rierdan, Ms. Weingarten, Ms. Littenberg

**212R (1) (2) Research Methods in Personality**
1
An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typically limited to ten students. Not open to students who have taken or are taking 207R, or 210R.
Prerequisite: 201 and 212.

Mr. Dickstein, Ms. Rierdan

**216 (1) Psycholinguistics**
1
Consideration of psychological theories of language, including such topics as an introduction to linguistics, language acquisition, speech perception, meaning, and the relation between language and thought.
Prerequisite: 101.

Mrs. Koff

**217 (2) Cognitive Processes**
1
An examination of basic issues and empirical research in human information processing, including topics from pattern recognition, memory processes, concept learning, problem solving, judgment and reasoning.
Prerequisite: 101.

Mr. Riederer

**218 (2) Perception**
1
Experimental and theoretical approaches to selected topics in perception including visual space, form, and motion; speech perception; perceptual learning and development; and the role of personality variables in perception.
Prerequisite: 101.

Not offered in 1976-77.

**219 (2) Learning**
1
Basic problems and research findings at the human and animal levels. Among topics studied: schedules and parameters of reinforcement, discrimination, generalization, conditioned reinforcement, and behavior correlated with negative reinforcement.
Prerequisite: 101.

Mr. Riederer

**220R (1) Research Methods in Experimental Psychology**
1
An introduction to research methods employed in experimental psychology including the fields of learning, information processing, animal behavior, and cognition. Group and individual projects. Opportunity for student selection of an appropriate independent project. Laboratory.
Prerequisite: 101 and 201 (201 may be taken concurrently); and 216 or 217 or 218 or 219 or 245.

Mr. Riederer

**245 (1) Neuropsychology**
1
Study of the structure and function of the nervous system with particular emphasis on the brain. Normal and pathological relationships between brain processes and such aspects of human behavior as emotion, attention, memory, learning, and language will be considered. Readings will include human experimental and clinical studies and relevant animal studies.
Prerequisite: 101.

Mrs. Koff

**300 (1) (2) Seminar**
1
Study of the Keller Plan method of learning and teaching, which permits a student to move through course material at her own pace. Seminar members construct materials for the Keller Plan portion of 101, act as Keller advisors to 101 students for five weeks, and later evaluate the Keller Plan work. Advantages and disadvantages of Keller Plan learning; some comparison of Keller Plan and other innovative teaching programs in colleges.
Open by permission of the instructor to students who have taken 101.

Not offered in 1976-77.

Miss Zimmerman

**301 (2) Seminar**
1
Topic for 1976-77: The role of sex-typing in childhood socialization. The development of sex-role behaviors, standards, and identifications will be considered, with emphasis upon the processes through which sex-typed behaviors are socialized.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including 207.

Ms. Mokros

**303 (1) (2) The Psychological Implications of Being Female**
1
Consideration of some of the changing patterns in the behavior of women, including literature in the area of sex differences. Some of the following topics will be examined: theoretical formulations of the psychology of women; female sexuality; men's liberation; results of research on sex differences in humans and animals; social determinants of sex-stereotyped behavior.
Open to juniors and seniors who have taken 101 and two Grade II units.

Ms. Weingarten

**306 (1) Seminar in Personality**
1
Topic for 1976-77: Behavior problems in children. This seminar will be concerned with personality development, especially the concept of "self" and the individual's development of a self definition. Special attention will be given to recent research with infants.
Prerequisite: same as for 303.

Mr. Frey

**307 (2) Adolescence**
1
Consideration of physical, cognitive, social, and personality development during adolescence. Emphasis will be on recent research.
Prerequisite: same as for 303.

Ms. Masur

**309 (1) (2) Abnormal Psychology**
1
Consideration of major theories of neurosis and psychosis. Illustrative case materials. Selected issues in prevention and treatment of emotional problems.
Open to juniors and seniors who have taken 101 and two Grade II units, including 212.

Ms. Rierdan, Mrs. Stiver

**310 (1) Special Topics in Social Psychology**
1
Topic for 1976-77: Playing and working. An eclectic, interdisciplinary examination of the polar concepts of play and work as qualities of a variety of settings. A quest for a general model of situational involvement through such topics as theories of children's play, play therapy, sports involvement, competition, games across cultures, adult leisure, organizational theory, job satisfaction studies. Includes emphasis on the application of knowledge to action.
Prerequisite: 101 and two Grade II units.

Mr. Williamson

**311 (1) Seminar. Social Psychology**
1
Psychological study of family interaction. Application of social psychological variables and small group theories to the study of the internal processes of family interaction. Topics will include mate selection, family structure, power, decision-making, coalition formation, and conflict resolution. The approach will consider marital interaction, parent-child interaction, and the family as a unit. Some consideration given to the research methods used to study family interaction.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including 210.

Not offered in 1976-77.

Mr. Schiavo

**312 (2) Seminar**
1
Topic for 1976-77: The acquisition of schizophrenic behavior. A definition of "schizophrenia" will be attempted through consideration of theoretical models, case studies, and autobiographical reports. Different approaches to explaining the acquisition of schizophrenia, as well as strategies for the change of schizophrenic behavior, will be considered.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including 212.

Ms. Rierdan

**313 (2) Seminar**
1
Topic for 1976-77: Group psychology. Studies everyday interaction of individuals in groups. Experientially-based introduction to practical-theoretical problems of leadership, group formation and organization, participation and intervention. Each student becomes a member of a self-analytic group. Readings, demonstrations and instruction in systematic observation of behavior, interpretation of motivation, and conceptualization of individual personalities and group dynamics.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including 210.

Mr. Williamson

**317 (1) Seminar. Cognitive Development in College**
1
An examination of significant changes in thinking during the college years. Major focus on the theories of Perry and Kohlberg and on research based on these theories concerning college students' changing views on issues such as authority, truth, justice, and commitment. Consideration of ways in which colleges may facilitate or retard students' development.
Prerequisite: 101 and two Grade II units, including 207.

Not offered in 1976-77.

Mrs. Clinchy

**318 (2) Seminar. The Psychology of Language**
1
The study of normal language acquisition, the biological substrate of language (cerebral dominance and lateralization of speech and language function), language pathology (developmental disorders, aphasia), and language learning in nonhuman primates.
Open to juniors and seniors who have taken 101 and at least two Grade II units, including 216.

Not offered in 1976-77.

Mrs. Koff

**325 (2) History of Psychology**
1
The history of selected topics and issues in psychology with an emphasis on the analysis of primary sources. The field of psychology will be analyzed as a developing science. There will also be discussion of current issues in the historiography of psychology.
Open to juniors and seniors who have taken 101.

Not offered in 1976-77.

Mr. Finison

**327 (1) Seminar. Child Development**
1
Topic for 1976-77: Cognitive development in children. Theoretical and empirical approaches to the child's developing cognitive abilities of thinking, perceiving, and remembering. Both the skills which characterize intellectual development and the processes which contribute to their acquisition will be discussed. Crosscultural perspectives will be included.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including either 207 or 217.

Ms. Sheingold

**328 (1) (2) Seminar**
1
Topic for 1976-77: The child, the family, and family treatment. The study of children in the context of their families and society. Factors that contribute to optimal growth or serious disturbance within the family will be explored, and individual pathology will be related to family dysfunction. A variety of treatment modalities that attempt to promote change in families and their members will be studied.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including 207 and 212.

Ms. Weingarten

**330 (1) Seminar**
1
Topic for 1976-77: Behavior therapy, juvenile delinquency, and individual rights. Purposes include developing an understanding of behavior therapy (including "behavior modification" techniques) and an increased appreciation of important ethical issues that relate to individual rights. Consideration of history, nature, and scope of behavior therapy: and such ethical issues as informed consent to treatment; punishment and aversive techniques; and dangers to individual freedom. Particular attention to applications of behavior therapy to juvenile delinquency.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units.

Mr. Thomas

**335 (2) Seminar**
1
Topic for 1976-77: Memory and attention. Consideration of major empirical and theoretical issues in contemporary research on human memory and attention. Emphasis will be on conceptions of memory processes in relation to mental operations.
Open by permission of the instructor to juniors and seniors who have taken 101 and two Grade II units, including 217.

Not offered in 1976-77.

Mr. Riederer

**340 (2) Social Psychology and Industrial Society**
**1**
Examination of the psychology of work and the psychological consequences of the growth of industry. Investigation of the nature of work as it relates to such psychological variables as satisfaction and feelings of self-worth. Consideration of recent experiments in industry as they relate to these concepts.
Prerequisite: 101 and two Grade II units.

Not offered in 1976-77.

Mr. Finison

**345 (1) Seminar. The Psychology of Thinking**
**1**
An inquiry into the processes of human thinking with major emphasis on empirical studies. Topics to be covered will include inductive and deductive reasoning, problem solving, creative thinking, sex differences, and the role of personality variables in intellectual functioning.
Prerequisite: 101 and two Grade II units in psychology.

Mr. Dickstein

**349 (2) Child Development and Social Policy**
**1**
This course will examine the relationships between research in child development and the formulation of social policy. Topics will include psychological rationales for: early childhood education, day care, custody determination, and adoptive placement.
Prerequisite: same as for 301.

Mr. Levine

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to juniors and seniors.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.
Prerequisite: any one of the following: 207R, 210R, 212R, 220R.

## Directions for Election

A major in psychology must include 101; one of the following: 207, 210, 212; one of the following: 216, 217, 218, 219, 245; and 201.

The department offers four research courses: 207R, 210R, 212R, 220R. A major in psychology must include at least one of these. However, no more than one of 207R, 210R, 212R may be elected. It is possible to elect 220R in addition to one of the other R courses.

The department recommends that students plan a program in which 201, the research course, and preferably all Grade II requirements are completed as early in the program as possible and no later than the end of the junior year.

# Religion and Biblical Studies

Professor:
Denbeaux, Mowry, Johnson•2 (Chairman)

Assistant Professor:
Levenson, Kodera, Marini3

Instructor:
Elkins3

Lecturer:
Santmire

Visiting Professor:
Welch3

**104 (1) (2) The Hebrew Scriptures**
**1**
A study of the historical, prophetic, wisdom, and apocalyptic literature of the Old Testament. An introduction of the methods of literary and historical criticism with a consideration of the impact of the biblical tradition on the individual and society.
Open to all students.

Mr. Denbeaux, Mr. Levenson

**105 (1) (2) The Person and Message of Jesus**
**1**
The life and message of Jesus of Nazareth, based on recent historical critical research of the Gospel record. A consideration of the relation between historical knowledge about Jesus and the faith of the early church in him with particular attention to the synoptic Gospels.
Open to all students.

Miss Mowry

**107 (1) (2) Crises of Belief in Modern Religion**
**1**
Religious and antireligious thinkers from the Enlightenment to the present. An examination of the impact of the natural sciences, social theory, psychology, and historical method on traditional religion. Readings in Hume, Darwin, Teilhard de Chardin, Marx, Reinhold Niebuhr, Freud, Tillich, and others.
Open to all students.

Mr. Johnson, Mr. Santmire

**108 (1) Sacred Writings of the East**
**1**
An examination of Asian religions based on texts regarded as having scriptural authority. For India the texts of Hinduism the *Vedas*, the *Upanishads*, the *Bhagavad Gita*; and of Buddhism the *Dhammapada*, the *Lotus Sutra*, the *Prajnaparamita Sutra*; for China, the *Tao Te Ching* (Taoism), the *Analects* (Confucius); and for Japan *Nihongi* (Shinto). The texts to be studied in the context of their historical setting and for their importance in their traditions.
Open to all students.

Mr. Kodera

**109 (1-2) Biblical Hebrew**
**2**
The elements of biblical grammar, syntax, and vocabulary, and later in the course, readings in simple prose and poetic passages from the Hebrew Scriptures. No knowledge of Hebrew assumed.
Open to all students.

Mr. Levenson

**204 (1)* Christian Beginnings in the Hellenistic World**
**1**
A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of Paul's thought and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment.
Prerequisite: 105.

Miss Mowry

**205 (2)* The Prophetic Institution in Biblical Israel**
**1**
A study of the institution of prophecy in its literary, historical, sociological, and theological settings. A careful reading of all the prophetic anthologies in the Hebrew Scriptures in an effort to understand the forms of prophetic speech, the emergence of classical prophecy, and the transformation of prophecy into apocalyptic. Offered in alternation with 306.
Prerequisite: 104.

Not offered in 1976-77.

Mr. Levenson

**207 (2) New Testament Greek**
1
Special features of *Koine* Greek. Readings from New Testament authors.
Prerequisite: Greek 102 (1).

Miss Mowry

**208 (1) Ethics**
1
An examination of selected social ethical issues, including violence and revolution, poverty and equality, racial and sexual oppression. Readings in recent religious thinkers, such as Thomas Merton, Simone Weil, Martin Buber, Dorothy Day, Martin Luther King, Paul Ramsey, the Niebuhrs, and Latin-American Catholic theologians. Attention to the implications of these issues for personal morality and social justice.
Open to sophomores, juniors, and seniors.

Mr. Marini

**209 (1-2) Intermediate Hebrew**
2
A systematic review of Hebrew grammar. Readings in biblical materials and, if desired, in rabbinic and modern literature as well.
Prerequisite: 109 or successful completion of equivalency examination.

Mr. Levenson

**210 (1) Psychology of Religion**
1
An examination of psychological theories of religion from William James through Sigmund Freud and Erik Erikson. Exercises in the psychological interpretation of religious source materials.
Prerequisite: one unit in the department and one unit in psychology, or two units in either department.

Mr. Johnson

**213 (1)* The Jewish Liturgy**
1
A study of the classical Jewish liturgy in its historical development. The use of the Hebrew Scriptures in the liturgy, the transition from sacrifice to prayer, introduction to the laws (halakhot) of prayer, the Jewish liturgical calendar, comparison of Jewish and Christian liturgy. Readings are in the weekday, sabbath, and festival prayer books, the Haggadah, and in the Mishnah, and serve as an introduction to classical Jewish theology.
Offered in alternation with 214.
Open to all students.

Mr. Levenson

**214 (2)* Modern Jewish Theology**
1
An examination of the varying approaches to Jewish tradition among major post-enlightenment thinkers to be chosen from the following: Mendelsohn, Zunz, Hirsch, H. Cohen, Baeck, Buber, Rozenzweig, Heschel, Soloveitchik, Herberg, Fackenheim, Borowitz.
Offered in alternation with 213.
Prerequisite: 104 or 213 or permission of the instructor.

Not offered in 1976-77.

**215 (1) Pilgrimage. The Search for Meaning**
1
A study of various journeys, mostly autobiographical, as portrayed in Wiesel's *Night*, Hesse's *Siddhartha*, Kosinski's *The Painted Bird*, Castenada's *Journey to Ixtlan*, Bellow's *Henderson the Rain King*, *The Autobiography of Malcolm X*, Lagerkvist's *Barabbas*, and Ellison's *The Invisible Man*.
Open to all students.

Mr. Denbeaux

**216 (1)* Classical Theology**
1
The interaction of the biblical world view with classical culture and the consequent emergence of specifically Christian thought. A careful study of major theologies such as Irenaeus, Origen, Athanasius, Augustine, and Thomas Aquinas. Offered in alternation with 225.
Open to all students.

Ms. Elkins

**218 (1) Religion in America**
1
A history of religious movements in America and an analysis of their implications for American cultural and social life from the colonial period to 1920. Attention to developments within and among the Protestant, Catholic, and Jewish traditions in America and to the religious aspects of various social movements, public values, and interpretations of the American enterprise.
Open to all students.

Mr. Marini

**220 (1)* The Black Religious Experience in America**
1
For description and prerequisite see Black Studies 220.

Not offered in 1976-77.

**221 (2) American Catholic Studies**
**1**
Selected issues from the development and present life of the Roman Catholic Church in America examined from historical, social, and theological perspectives.
Open to all students.

Ms. Elkins

**222 (1) The Protestant Heritage: Its Origin, Diversity, and Contemporaneity**
**1**
Emphasis will be upon theological problems rather than upon matters historical and sociological. From Luther through Kierkegaard, Barth and Bonhoeffer. The unity of the Protestant understanding expressed through such varied figures and movements as Calvin, the Anabaptist Left Wing, Pacifist and Marxist traditions, the Anglican Middle Way, Existentialism, Liberalism, Theology of Crisis, Modern Relevancy Theologies, and Evangelical Christianity.
Open to all students.

Mr. Denbeaux

**225 (1) Nature in Hebraic and Christian Religion**
**1**
An investigation of religious attitudes toward nature in the Hebrew Bible, the New Testament and classical Christianity. Study of figures such as the Jahwist and the Priestly writer; Jesus and Paul; St. Augustine and St. Francis; Luther and Calvin. Special attention to the influence of mythological imagery on this tradition. Offered in alternation with 216.
Open to all students.

Not offered in 1976-77.

Mr. Santmire

**250 (1) The Confucian Tradition**
**1**
An examination of the fundamental principles of Confucianism, from its beginning to the present, with special attention to the relevance of Confucianism for the context of modern religious and philosophical thought. Readings in early Confucian sources: the Classics, the *Analects*, *Mencius*, and *Hsun-Tsu*; Neo-Confucian responses to Buddhism; and modern responses to the western impact on China: K'ang Yu-Wei, Sun Yat Sen and Mao Tse Tung.
Open to all students.

Not offered in 1976-77.

**251 (1) Indian Religions**
**1**
An examination of Indian religions especially Hinduism and the origin and early developments of Buddhism in India. A study of two aspects of these religions: (1) the multiple suggestions (devotional, popular, legal, mystical, and philosophical) offered to questions about ultimate reality, the world, and man in their most influential periods; (2) their relation to other religious groups in India (Jaina, Moslem, Zoroastrian or Parsi, Nestorian Christian, Sikh, and Jewish) in a pluralistic religious society.
Open to all students.

Mr. Kodera

**253 (2) Buddhism in China and Japan**
**1**
A historical survey of the development of the Zen, T'ien-t'ai, Pure Land and Nichiren School of Buddhism in the context of East Asian society. The study of their major doctrines and scriptures will receive primary attention, complemented by some attention to their religious practices and contemporary relevance.
Prerequisite: same as for 251.

Not offered in 1976-77.

**254 (1) Chinese Religions**
**1**
The history of religion in China from archaic times to the Cultural Revolution including the great traditions of Confucianism, Buddhism, and Taoism as well as the various aspects of popular religion.
Open to all students.

Mr. Welch

**256 (2) Primitive Religion**
**1**
A study of religious myths and rituals within the context of the socioeconomic backgrounds of selected North American Indian tribes. Some consideration of the variety of methods by which this material can be analyzed—examples from Shamanism.
Prerequisite: 108 or Anthropology 104 or permission of the instructor.

Not offered in 1976-77.

**305 (2) Seminar. History of Religions**
**1**
Topic for 1976-77: Zen Buddhism in China and Japan.

Mr. Kodera

**306 (2)* Seminar in Biblical Hebrew Literature**
**1**
A concentrated investigation of a limited corpus of biblical literature from form-critical, tradition-historical, and theological perspectives. Some examples of possible topics: How Deuteronomic is the "Deuteronomistic" history?; models of Israelite society; the concepts of revelation in Wisdom Literature; evidence for an Enthronement Festival at the New Year. Offered in alternation with 205.
Prerequisite: 104.

Mr. Levenson

**307 (2)* Seminar. The New Testament**
**1**
A study of the Christian movement, its life and problems, in the post-Pauline period with special emphasis on the Gospel according to John and its interpretive insights for an understanding of the person and work of Jesus and of the Christian tradition.
Prerequisite: 204.

Miss Mowry

**311 (2)* Theology and Its Expression in Literature**
**1**
The relation of theology and imagination. A study of selected theological images and the ways in which they have been reshaped by such interpreters as Dostoevsky, Faulkner, Kafka, and Pasolini. Offered in alternation with 314.
Open to students who have taken one unit in the department and a Grade II course in literature.

Not offered in 1976-77.

Mr. Denbeaux

**314 (2)* Theology Seminar. Mortality, Immortality, and Resurrection**
**1**
A critical study of three classical descriptions of the end of man: (1) the case that views death as both absolute and natural; (2) the case that views death as the enabling instrument to free the soul from the body/prison; and (3) the Christian view of a new heaven and a new earth. Offered in alternation with 311.
Prerequisite: one Grade II course in the department.

Mr. Denbeaux

**316 (2)* Ethics**
**1**
An intensive study of an ethical issue or a set of related issues with readings in relevant source materials. Normally offered in alternation with 317.
Prerequisite: 208.

Not offered in 1976-77.

Mr. Johnson

**317 (2)* Seminar. Psychology of Religion**
**1**
An intensive study of particular religious personalities, texts, or communities from a psychological perspective. Normally offered in alternation with 316.
Prerequisite: 210.

Not offered in 1976-77.

Mr. Johnson

**318 (2) Seminar in American Religion**
**1**
Topic for 1976-77: Religion and politics in Boston—the 19th century. Critical analysis of the role of religious thought in movements for social change. Boston area resources will be used for investigations of the religious motivations and consequences of major political events and of various reform movements. Emphasis on abolitionism and the Civil War, public schooling, immigration and nativism.
Prerequisite: 218 or permission of the instructor.

Mr. Marini

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open to juniors and seniors by permission.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

### Directions for Election

The total program of the major shall be prepared in consultation with the advisor so as to provide for an appropriate balance between specialization and diversity.

Specialization shall include a sequence of courses in at least one particular field of study. Diversity is fulfilled by electing some work within the department outside the field of specialization.

Freshmen and sophomores considering a major are encouraged to elect introductory courses appropriate to their special field of interest; information is available in the department office. Students planning to pursue studies in the Twelve College Exchange Program as part of their major should consult with their department advisor. Several of the Twelve College religion departments offer courses which could supplement and enrich a Wellesley major in religion and biblical studies.

Studies in the original language are particularly valuable for students specializing in Old Testament or New Testament; see Religion 109 and 209 (Biblical Hebrew) and Greek 102 (1) (Beginning Greek) and Religion 207 (New Testament Greek).

# Russian

Professor:
Lynch, Bones (Chairman)

Instructor:
Hoffman

**100 (1-2) Elementary Russian**
**2**
Grammar, oral and written exercises, reading of short stories. Three periods.

The Staff

**200 (1-2) Intermediate Russian**
**2**
Conversation, composition, reading, review of grammar. Three periods.
Prerequisite: 100 or the equivalent.

The Staff

**201 (1) Russian Literature in Translation I**
**1**
Russian literature from its beginnings to the middle of the 19th century. The focus of the course is on the major prose of the first half of the 19th century. The authors to be considered include Pushkin, Lermontov, Gogol', Goncharov, Turgenev, and Dostoevsky.
Open to all students.

Mrs. Bones

**202 (2) Russian Literature in Translation II**
**1**
Russian literature from the second part of the 19th century to the present with emphasis on the works of Tolstoy, Chekhov, Sologub, and such Soviet writers as Babel, Olesha, Pasternak, and Bulgakov.
Open to all students.

Mrs. Bones

**249 (2)* Language**
**1**
General laws of phonology, syntax, and grammatical categories. History, theory and logic of language and their application to Russian and the problems of English-Russian translation.
Prerequisite or corequisite: 200 or permission of the instructor.

Miss Hoffman

**250 (2)* The Writer and His Age**
**1**
Intensive study of a 19th century Russian writer in the social, literary, and philosophical framework of that century. Topic for 1975-76: The works of Nikolai Gogol'.
Prerequisite or corequisite: same as for 249.

Not offered in 1976-77.

Mrs. Bones

**300 (1-2) Advanced Russian**
**2**
The structure of modern Russian. Reading of literary and historical works. Written and oral reports on selected topics.
Prerequisite: 200.

Mrs. Lynch

**311 (1)* Russian Literature from Its Beginnings to Pushkin**
**1**
Byzantine, western, and folk influences in the chronicles and epics of the Kievan and Moscovite periods. Reading of the *Igor Tale*, selections from *Primary Chronicle*, *Zadonshchina*; and works of Ivan IV, Avvacum, Lomonosov, Derzhavin, Radishchev, and Pushkin.
Prerequisite or corequisite: 300.

Not offered in 1976-77.

Mrs. Lynch

**317 (1)* Russian Writers Today: Emigré and Soviet**
**1**
Prose and poetry of Aldanov, Nabokov, G. Ivanov, Morshen, and Bulgakov, Solzhenitsyn, Voznesensky, Okudzhava.
Prerequisite or corequisite: 300.

Mrs. Lynch

**320 (2)* Seminar**
**1**
Topic for 1976-77: Two Russian poets—Marina Tsvetaeva and Anna Akhmatova. Intensive study of selected works by two major 20th century writers in the light of their philosophical, social, and literary context.
Prerequisite or corequisite: 300.

Mrs. Bones

**349 (2)* The Writer in a Censored Society: His Literary and Nonliterary Roles**
**1**
From Pushkin and Lermontov through Tolstoy, Dostoevsky, Majakovsky, Esenin, Zam'atin, and to Evtushenko, Sin'avsky, Daniel.
Prerequisite or corequisite: 300.

Not offered in 1976-77.

Mrs. Lynch

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to qualified students.

**370 (1-2) Honors Program**
**2 to 4**
Required of honors candidates who choose to do honors research.

## Directions for Election

Course 100 is counted toward the degree but not toward the major. Courses 201 and 202 are counted toward the distribution requirements in Group A but not toward the major. However, 201 and 202 are strongly recommended to students who intend to major in Russian. A major in Russian is expected to elect 249 or 250 in conjunction with 200.

Students majoring in Russian should consult the chairman of the department early in the college career, as should students interested in an individual major which includes Russian.

History 246 and 247 and 309 are recommended as related work.

The study of at least one other modern and/or classical language is strongly recommended for those wishing to do graduate work in Slavic languages and literatures.

# Sociology and Anthropology

Professor:
Eister, Shimony (Chairman)

Associate Professor:
Markson[3]

Assistant Professor:
Mueller, Kohl, Dimieri, Sheingold[3]

Instructor:
Merry, Anderson-Khleif, Silbey

**102 (1) (2) Introduction to Sociology**
**1**
Analysis of basic social structures and processes. Relationship of social norms, values and beliefs to stratification, power, bureaucracy and community. Influence of social movements and ecological adaptation on social change. Brief introduction to quantitative analysis of data.
Open to all students.

The Staff

**103 (1) American Society**
**1**
Distinctive organizational and structural characteristics of society in the United States including representative local communities. Population change and institutional developments. Review and critical assessment of the work of deTocqueville, T. Veblen, C. W. Mills, D. Riesman, V. Packard, and others. Does not substitute for 102 as a prerequisite for advanced work in the department.
Open to all students.

Mr. Eister

**104 (1) (2) Introduction to Anthropology**
**1**
Consideration of man's place in nature, his physical history, and physical varieties. Brief survey of archaeology and linguistics. The nature of culture with examples primarily from nonwestern societies.
Open to all students.

Mrs. Shimony, Mrs. Merry

**106 (1) (2) Archaeology**
**1**
A survey of the development of archaeology and an overview of its methods and themes. Introduction to Old World and New World archaeological sites and sequences.
Prerequisite: 104, but open to qualified juniors and seniors by permission of the instructor.

Mr. Kohl

**201 (1) Social Research I**
**1**
Nature of social research, problem specification, research design, techniques of data collection including field work, survey research, interviews and content analysis. Significance of values, ethics, and politics for research enterprise. One laboratory period required. Normally followed by 202.
Prerequisite: 102 or permission of the instructor.

Mr. Dimieri

**202 (2) Social Research II**
**1**
Techniques for the analysis of quantitative data; creation and access of computer data files; descriptive and inductive statistics including measures of distribution, tests for significance, and measures for association. One laboratory period required.
Prerequisite: 201.

Mr. Dimieri

**203 (1) Deviance**
**1**
The process of labeling and defining nonnormative conduct. Focus on juvenile delinquency and mental illness in cross-cultural and historical perspectives.
Prerequisite: 102 or 104.

Mrs. Markson

**204 (1) Physical Anthropology**
**1**
Theories regarding the origin and evolution of man. Primate behavior and adaptation. Analysis of human fossil evidence. Implications for the question of race.
Prerequisite: 104.

Mr. Kohl

**205 (1) Social Anthropology**
1
Comparative study of social, political, and economic organization of primitive societies. Stability and change of primitive groups in contact with western culture. Application of anthropology to the problems of underdeveloped countries.
Prerequisite: same as for 203.

Mrs. Merry

**206 (1) Women, Education and Work**
1
For description and prerequisite see Education 206.

Not offered in 1976-77.

Ms. Bane

**207 (2) Comparative Institutions**
1
The study of socialization institutions (including the family, child care centers, and schools) in cross-cultural perspective. Focus on variations inculcating motivational patterns. Special emphasis on Russia, China, and Israel.
Prerequisite: same as for 203.

Mrs. Markson

**208 (1) Demography**
1
An approach to the analysis of social phenomena in terms of populations rather than individuals. Historical and comparative treatment of the nature, causes, and demographic consequences of the "population explosion." Particular attention will be given to demographic processes defined as social problems, such as social differences in the risk of illness and death, immigration, and fertility control. Consideraton will be given to alternative policy strategies which are aimed at these "social problems." Not open to students who have taken Education 228.
Prerequisite: same as for 203 or permission of the instructor.

Not offered in 1976-77.

Mr. Dimieri

Offered in 1977-78.

**209 (1) Social Stratification and Power**
1
Critical analysis of inequality, social stratification and social class in the U.S. and in other societies. Relationship between stratification and power. Attention to current issues of lifestyles, liberation movements and class as the basis of social change.
Prerequisite: same as for 203.

Mr. Sheingold

**210 (2) Racial and Ethnic Minorities**
1
An analysis of the problems of racial and ethnic groups in American and other societies. Systematic study of adjustment mechanisms of selected racial, religious, and immigrant minorities.
Prerequisite: same as for 203.

Mrs. Merry

**211 (2) Family and Society**
1
The structure and functions of the family. Analysis of the relationship of the family to social class, society and community in comparative and historical terms. Emphasis on sex roles, traditional and emergent, and on alternative family structures.
Prerequisite: same as for 203.

Mrs. Anderson-Khleif

**212 (2) Religion and Society**
1
Sociological and anthropological views of religion. Differences in organization and functions of religion in primitive, traditional, and advanced contemporary societies. Problems of organized religion in secular, pluralistic, and urban-industrial society.
Prerequisite: same as for 203.

Mr. Eister

**213 (1) Sociology of Law**
1
Analysis of sociological jurisprudence; examination of the empirical studies of various components of the justice system—legal profession, jury system, courts, police and prisons; special attention to topics of social change, social class, and the law.
Prerequisite: same as for 203.

Mrs. Silbey

**214 (1) Medical Sociology**
1
Social factors associated with the incidence and treatment of health disorders. Differential availability of health care services. Social organization of hospitals; role behavior of patients, professional staff and others; attitudes in hospital setting toward terminal patients and death.
Prerequisite: same as for 203.

Mrs. Markson

**215 (2) Sociology of Communication**
1
Sociological forms and consequences of communication with special attention to the press, motion pictures, television, and other mass media.
Prerequisite: same as for 203.

Mr. Eister

**216 (2) Sociology of Higher Education**
1
Contemporary functions and types of higher educational institutions in the United States. Social organization of the campus as a local community. Professional and nonprofessional role relationships and the coordination of standards and of objectives. Field research required.
Prerequisite: same as for 203.

Not offered in 1976-77.

**219 (2) Modern Organizations**
1
Various perspectives and methodologies used in the investigation of organizations. Examination of the nature of work. Emphasis on size, complexity, and formalization of structure and on power, communication, and decision-making processes. Roles and adaptation of individuals in organizations; the significance of social and cultural environments.
Prerequisite: same as for 203.

Mr. Dimieri

**220 (2) The Metropolitan Community**
1
Ecological basis of community development from the village to the megalopolis. Changes in social control, deviance, conflict and integration of neighborhood and community in relation to social class, ethnicity, and city size. Types of political behavior emerging from different community structure.
Prerequisite: same as for 203.

Mrs. Mueller

**224 (1)* Social Movements and Collective Behavior**
1
Theories of conflict and collective behavior applied to emergent social processes such as demonstrations, riots and rebellions; relationship to movements seeking alterations in the social order.
Prerequisite: same as for 203.

Mrs. Mueller

**231 (2) Society and Self**
1
Social structure and process with relation to the self. Social contributions and impediments to individual experience. Institutionalization of, and group innovation in, goals, attitudes, and ideas. Group formation as related to self-identity and social purpose.
Prerequisite: same as for 203.

Mrs. Markson

**242 (2)* The Emergence of Early Urban Societies**
1
Review of current research on the beginnings of civilization in Southwest Asia, the eastern Mediterranean, and Mesoamerica. The course will emphasize qualitative differences between ranked and class stratified societies.
Prerequisite: 104 and 106, or permission of the instructor.

Not offered in 1976-77.

Mr. Kohl

Offered in 1977-78.

**243 (2) The Beginnings of Food Production**
1
A survey of the beginnings of agriculture and domestication of animals in Southwest Asia and Mesoamerica. Examination of primary reports detailing the transition to a new subsistence economy. Discussion of causes and effects of the "neolithic revolution."
Prerequisite: 104 and 106, or permission of the instructor.

Mr. Kohl

**244 (1) Societies and Cultures of Africa**
1
Comparative study of distinctive kinship, political, economic, and other social institutions of several major cultures of Africa for which there are anthropological reports. Consequences of culture contact among selected tribes and between indigenous and Asian or European cultures.
Prerequisite: same as for 203.

Not offered in 1976-77.

Mrs. Merry

**269 (2) Sex Roles in Cross-Cultural Perspective**
1
An examination of male-female dominance and sex roles in selected cultures.
Prerequisite: same as for 203, or permission of the instructor.

Mrs. Merry

**300 (1) Classical Sociological Thought**
1
Development of major sociological themes and theoretical positions from Montesquieu to the present.
Prerequisite: 102 or 104, and two Grade II units, or permission of the instructor.

Mr. Eister

**301 (2) Anthropological Theory**
1
History of ethnological theory. Examination of current evolutionary and functional theories of culture. Discussion of the relationship between personality and culture. Problems of method in anthropology.
Prerequisite: same as for 300.

Mrs. Shimony

**308 (1-2) Food Production in Ancient Societies**
1 or 2
Analysis of the development of food production technologies in the earliest civilizations of the Near East, China, and Mediterranean areas, and in the New World. Topics to be discussed will include the domestication of plants and animals, technologies of different agricultural systems, and the interaction of pastoralists and sedentary agriculturalists. The second semester will consist of laboratory work, emphasizing the identification and analysis of floral and faunal remains. Visiting professors from Boston University, Brandeis, Harvard, MIT, Museum of Fine Arts, Tufts, U. of Mass. (Boston). Limited enrollment. One unit of credit may be given for the first semester.
Open only to juniors and seniors by permission of the instructor.

Mr. Kohl, Mr. Meadow (Harvard), Ms. Wetterstrom (MIT)

**311 (2) Seminar in Anthropology**
1
Topic for 1975-76: Economic anthropology. Analysis of economic structures of nonwestern societies in relation to our industrial capitalistic system. Concentration on substantive issues in economic anthropology, such as the debate on the applicability of formal economic theory to simpler societies, the nature and importance of the economic surplus, and problems of scarcity and development.
Prerequisite: same as for 300.

Not offered in 1976-77.

Mr. Kohl

Offered in 1977-78.

**320 (2) Urban Poverty**
1
A comparative social systems analysis of urban poverty in the U.S. and the Third World. Focus on cultural and structural interpretations of poverty, on the strategies of the poor for coping with poverty, and on poverty policies and their implementation.
Prerequisite: same as for 300.

Mrs. Anderson-Khleif

**323 (1) Seminar. Deviance**
1
Social factors associated with the incidence and treatment of crime. Focus on the relationship between the criminal justice institutions (police, courts, and prisons) and the incidence of crime.
Prerequisite: same as for 300.

Mr. Dimieri

**329 (1) (2) Seminar. Human Service Organizations**
1
Health, housing, correctional and related institutions in contemporary society. Required internship assignment. Limited to 12 students. This course can only be elected for credit/noncredit.
Prerequisite: same as for 300, and 219 is recommended but not required, and by permission of the instructor.

Mr. Eister, Mrs. Anderson-Khleif

**341 (2)* Development of Archaeological Theory**
1
An evaluation of current trends in archaeological theory. Examines anthropological archaeology by surveying the origin and growth of the concept of prehistory and relating it to cultural evolutionary theory.
Prerequisite: 104 and 106 and one Grade II unit, or permission of the instructor.

Mr. Kohl

**342 (1) Seminar. Native American Literature and Biography**
1
Native American history and contemporary cultures as seen through their novels, memoirs, and autobiographies. Comparison with reports by European observers and consideration of ethnographic accuracy. Contemporary literature of protest and revival.
Prerequisite: same as for 300.

Mrs. Shimony

**349 (2) Seminar. Strategies of Social Change in Contemporary America**
1
Examination of strategies of change available to "relatively powerless" groups. Relationship of protest strategies to electoral politics. Recent examples include strategies by students, women, and ethnic minorities.
Prerequisite: same as for 300, and 224 is recommended but not required.

Mrs. Mueller

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to juniors and seniors.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

## Directions for Election

Majors in sociology are required to include in their program 102, 201, and 300. Students planning graduate work in the field are advised to include 202.

Majors in anthropology are required to include in their program 104, 301, and at least two appropriate intermediate level anthropology courses.

Students wishing a combined sociology-anthropology major or some other individually designed program of study should consult the chairman of the department.

# Spanish

Professor:
Lovett

Assistant Professor:
Gostautas (Chairman), Gascón-Vera•

Instructor:
Lusky[3], Villanueva[3]

Visiting Professor:
Gutiérrez

Courses of the department are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Qualified students may be recommended to spend the junior year in a Spanish-speaking country. See p. 39.

**100 (1-2) Elementary Spanish**
2
Introduction to grammar through directed conversation; stress on audio-lingual approach. Intensive language laboratory and computer exercises. Three periods.
Open to students who do not present Spanish for admission.

The Staff

**102 (1-2) Intermediate Spanish**
2
Intensive review of grammar and language skills through practice in the classroom and with language laboratory and computer exercises. Readings by contemporary Hispano-American writers. Emphasis on vocabulary building and oral and written expression. Three periods.
Prerequisite: two admission units in Spanish or 100.

The Staff

**104 (1) Representative Modern Authors**
1
Analysis of selected prose works from *La Generación del '98* on. Authors studied include Unamuno, Valle-Inclán, Benavente, Baroja, and Ortega. Constant practice in writing and speaking. Three periods.
Prerequisite: three admission units or permission of the instructor.

Mr. Lovett

**201 (1) (2) Oral and Written Communication**
1
Practice in conversation and writing to increase fluency and accuracy in the use of idiomatic Spanish. Not open to students who have taken 230.
Prerequisite: 102 or 104 or four admission units.

Mr. Villanueva

**202 (2)* Hispano-American Literature I**
1
Critical and aesthetic problems in the field of fiction as seen through the works of Isaacs, Sarmiento, Quiroga, Güiraldes, Azuela, García Márquez, et al. Offered in alternation with 205.
Prerequisite: same as for 201.

Mr. Gostautas

**203 (1)* Modern Spanish Literature**
1
From *La Generación del '98* to the Spanish Civil War. Dominant themes and innovations in such authors as Unamuno, A. Machado, García Lorca, Guillén and Salinas. Offered in alternation with 204.
Prerequisite: same as for 201.

Mr. Gutiérrez

**204 (1)* Post-Civil War Spanish Literature**
1
From post-civil war literature to today. Authors studied include Cela, Goytisolo, Miguel Hernández, and Blas de Otero. Offered in alternation with 203.
Prerequisite: same as for 201.

Not offered in 1976-77.

Miss Gascón-Vera

**205 (2)* Hispano-American Literature II**
1
A selection of such outstanding Latin American essayists, poets, and playwrights as El Inca Garcilaso, Sor Juana Inés de la Cruz, Neruda, Lugones, Rubén Darío, et al. Offered in alternation with 202.
Prerequisite: same as for 201.

Not offered in 1976-77.

Mr. Gostautas

**206 (1) Landmarks of Spanish Literature I**
1
Intensive study of masterpieces and authors chosen from the Middle Ages to the Baroque: *Poema del Cid*, *La Celestina*, *Lazarillo de Tormes*; Garcilaso, Fray Luis de Leon, Cervantes, Lope de Vega, Calderon.
Prerequisite: same as for 201.

Miss Lusky

**207 (2) Landmarks of Spanish Literature II**
1
From the Enlightenment to 19th century Realism. The evolution from neoclassicism to the realistic novel: Moratín, Larra, Espronceda, Bécquer and Pérez Galdós.
Prerequisite: same as for 201.

Mr. Lovett

**228 (2)* Latin American Literature: Fantasy and Revolution**
1
For description and prerequisite see Extradepartmental 228.

Not offered in 1976-77.

**229 (2)* Spanish Literature in Translation**
1
For description and prerequisite see Extradepartmental 229.

Miss Lusky

**230 (1) Spanish for the Bilingual**
1
This course is comparable to freshman composition in English in that it provides a basis for oral and written competence for the bilingual American of Hispanic background. Emphasis on the behavior of parts of speech as they relate to English. Conversational practice stressing the building of verbal skills for discussion of academic and intellectual topics. Readings from selected short stories, newspapers, and magazines for discussion and imitation. Not open to students who have taken 201.
Prerequisite: a bilingual background and permission of the instructor.

Mr. Villanueva

**260 (1)* The Hispanic World**
**1**
For description and prerequisite see History 260.

Mr. Lovett

**261 (1)* History of Spain**
**1**
For description and prerequisite see History 261.

Not offered in 1976-77.

Mr. Lovett

**301 (2)* Drama of the Seventeenth Century**
**1**
The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of this period as revealed in the drama. Representative masterpieces of Lope de Vega, Guillén de Castro and Ruiz de Alarcón, Tirso de Molina, Calderón. Offered in alternation with 302. Open to juniors and seniors who have taken two Grade II units including one unit in literature.

Not offered in 1976-77.

Mr. Lovett

**302 (2)* Cervantes**
**1**
A close reading of the *Quijote* with particular emphasis on its significance in modern literature: the hero versus the anti-hero; the development of plot; levels of reality and fantasy in the novel; history versus fiction. Offered in alternation with 301.
Prerequisite: same as for 301.

Mr. Gutiérrez

**306 (1)* Modern Hispano-American Literature I**
**1**
Study of the main literary currents in Mexico; analysis of present-day trends in prose and poetry: Rulfo, Fuentes, Reyes, Vasconcelos, Octavio Paz. Offered in alternation with 307.
Prerequisite: same as for 301.

Not offered in 1976-77.

Mr. Gostautas

**307 (1)* Modern Hispano-American Literature II**
**1**
Analysis of present-day trends in prose and poetry: Borges, Mallea, Gabriela Mistral, Vallejo, Carpentier, Cortázar, Donoso, García Márquez. Offered in alternation with 306.
Prerequisite: same as for 301.

Mr. Gostautas

**310 (1)* Seminar**
**1**
Topic for 1976-77: El Duque de Rivas (1791-1865). In the work of this outstanding Romantic poet, Duke of Rivas, some of the most representative features of Spanish Romanticism can be found. The seminar will study Rivas' narrative poems, especially his historical ballads, and the drama *Don Alvaro o la fuerza del sino*. Discussions of controversies concerning the nature of Spanish Romanticism will be emphasized. Offered in alternation with 311.
Prerequisite: two Grade II units in literature or permission of the instructor.

Mr. Lovett

**311 (1)* Seminar**
**1**
Topic for 1977-78: The literature of Spain in the 15th century. A study of the literary and cultural life of Spain in the century preceding the Golden Age, with emphasis on the poets of the Court of Juan II, the writings of the Castilian humanists, the achievement of Fernando de Rojas, and the flowering of the Isabelline Renaissance. Offered in alternation with 310.
Prerequisite: same as for 310.

Not offered in 1976-77.

Miss Gascón-Vera

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission, or to seniors who have taken two Grade III units in the department.

**370 (1-2) Honors Program**
**2 to 4**
Required of all honors candidates in the department.

### Directions for Election

Course 100 is counted toward the degree but not toward the major.

Students who begin with 100 in college and who wish to major should consult the chairman in the second semester of their freshman year.

Students may choose to major either in Peninsular or Latin American literature. The Peninsular major should ordinarily include 201, 206, 207, 301, 302, and two additional units of Grade III literature in Spanish; the Latin American major should include 201, 202, 205, 306, 307, and two additional units of Grade III literature in Spanish. History 260 is recommended for the Latin American major; History 261 is recommended for the Peninsular major. Extradepartmental 330 and 331 are recommended for both majors.

# Theatre Studies

Lecturer:
Barstow (Chairman), Levenson[3]

**203 (2) Plays, Production, and Performance**
1
The produced play considered as originally the creation of the dramatist but brought to completion in performance through the creative collaboration of producers, directors, designers, and actors.
Open to all students.

Mr. Barstow

**205 (1)* Scene Study**
1
Study of the performed scene as the basic building-block of playwright, director, and actor. Scenes from significant plays and scenes written for the course regularly rehearsed and performed for class criticism.
Prerequisite: 203 or permission of the instructor.

Not offered in 1976-77.

Mr. Barstow

**206 (1)* Design for the Theatre**
1
Study of changing concepts of theatrical environment; the designer's function in the production process, with emphasis on performance as a realization of the analytical interpretation of specific plays. Offered in alternation with 209.
Prerequisite: same as for 205.

Mr. Levenson

**208 (1)* Contemporary Theatre**
1
Mid-20th century dramatists and production styles; plays, producers, designers, and actors significant in the development of contemporary theatre.
Prerequisite: 203 or permission of the instructor. Open to juniors and seniors without prerequisite.

Not offered in 1976-77.

Mr. Barstow

**209 (1)* Seminar. The Design of Lighting for Theatrical Production**
**1**
Theory and technique of the lighting of performance as a major artistic component of theatrical production. Offered in alternation with 206.
Prerequisite: same as for 205.

Not offered in 1976-77.

Mr. Levenson

**210 (1-2)* History of the Theatre**
**1 or 2**
Study of theatre structures, crafts, and practices with emphasis on acting and production styles as these relate to major developments in dramatic literature. One unit of credit may be given for either semester by permission of the instructor.
Prerequisite: same as for 205.

Mr. Barstow

**215 (1)* Shakespeare in the Theatre**
**1**
Study of production of Shakespeare's plays in the theatre; particular attention to Elizabethan stagecraft and to contemporary production styles; emphasis on acting and directing. Reports, and scenes performed for class criticism.
Prerequisite: 203, and English 215 or 305 or 306, or permission of the instructor.

Mr. Barstow

**350 (1) (2) Research or Individual Study**
**1 or 2**
Open by permission to qualified students.

### Directions for Election

A student who wishes to pursue an interest in theatre should consult the chairman of theatre studies about course selection which will emphasize dramatic literature in English and foreign languages together with the history and philosophy of art and music.

A student who is interested in an individual major in theatre studies should see Interdepartmental Majors.

# Extradepartmental Majors

The following section includes several separate courses of interest to students in various disciplines.

**
Course may be elected to fulfill in part the distribution requirement in Group A

***
Course may be elected to fulfill in part the distribution requirement in Group B

****
Course may be elected to fulfill in part the distribution requirement in Group C

## Experimental Courses

According to College legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to the dean of the college. Faculty members and students are invited to submit their ideas to the Committee. There are three criteria for an experimental course or program: (a) it should address a defined problem in education at Wellesley; (b) it should test a set of conscious assumptions about learning (and the results of the test should be communicated openly); (c) it should not fit easily into conventional departmental contexts. The following are the experimental courses which have been approved for 1976-77:

**101 (1)**** Discovery Course in Elementary Mathematics and Its Applications**
1
Mathematical reasoning and its applications. The course requires little background and is conducted as a discussion group in which students discover mathematical structure in several fields, including some not often recognized as mathematical in nature. Topics chosen from: network analysis, mathematics in music and art, graphing and interpretation of data, game theory, computer programming, recursion theory. Two 70-minute meetings and one two-hour meeting weekly. May not be counted toward the major in mathematics. Mandatory credit/noncredit.
Open by permission of the Department of Mathematics with preference given in the first semester to freshmen.

Ms. Sontag

**102 (2)*** Science and Reality**
1
A study leading to a better understanding of science as a human institution. A historical rather than philosophical approach, attempting to show what science has consisted of in different epochs, assumptions under which scientists have operated, and the changes they have wrought in our perception of reality. As an experiment in education, the course will try to find out if a study of epochs in the history of science can actually affect one's attitude to science itself, and to the world that scientific work has disclosed. Especially recommended for freshmen and sophomores.

Mrs. Chaplin

**103 (1) (2) Techniques of Mathematics: Precalculus**
1
Methods of problem-solving; an emphasis on development of analytic and algebraic skills necessary for success in studying calculus. The course is designed to maximize substantive success in mathematics: interaction and close personal attention are the rule in class; quizzes are given frequently with virtually unlimited opportunities to retake them. Three 50-minute class meetings, two optional tutorial sessions weekly. Does not count toward the Group C distribution requirement or a major in mathematics. Mandatory credit/noncredit.
Open by permission of the Department of Mathematics.

Ms. Roitman

**112 (2)**** Evolution: Change Through Time**
1
Study of the concepts of evolution in the physical and biological world and their impact on man's view of himself, his place in nature, and his expectations for future change. Evidence for origins and change in the universe, the earth and life forms will come from the various scientific disciplines. Consideration of the historical development of evolutionary concepts will provide the opportunity to examine carefully the manner in which scientific concepts are formulated, revised, and restated; what it means to be "objective" in science; and the degree to which preconceived ideas affect what we observe, record, and accept in science. Two periods for lecture and a 3-period demonstration section weekly. Meets the Group C distribution requirement as a nonlaboratory unit but does not count toward the minimum major in any Group C department.
Open only to freshmen and sophomores.

Miss Widmayer, Mr. Andrews, Miss Webster

**120 (2) Problem Setting and the Visual Intellect**
1
The course has two objectives. The first is to help students make the transition from relying on the definition of problems by others to being able to define problems for themselves. Through a limited set of studio exercises, students will be encouraged to initiate problems and to remain open to shifts of direction that subsequent work on a problem may itself suggest. The second objective of the course is to investigate the nature of visual as contrasted to verbal intellect, and to understand some ways in which visual artists transform information. No previous experience in art is presupposed. May not be counted toward the major in any department. Mandatory credit/noncredit.
Open by permission of the instructor to freshmen and sophomores.

Mrs. Lyndon

**210 (2) Bath in 1775 and Sheridan's *The Rivals***
1
Through seminar meetings, attendance at rehearsals and observation/participation in a production of *The Rivals*, the ambience and cultural history of a time and place will be explored with special attention to civic life, modes and manners, decorative arts, costume, theatre practice, etc., in order to consider the relationship between a specific culture and its theatre. Other faculty and guests will serve as resource people. No specific theatrical skills are required.
Open by permission of the instructor.

Mr. Barstow

**223 (1) Seminar. Cultural Change in American Art, Music, and Literature**
1
Focusing on Boston and environs from the Federalist period through about 1840, this seminar will study the backgrounds, works, and interconnections of a small number of authors, architects, artists, musicians, and critics. The seminar will examine values of the period as developed and articulated in buildings, art, literature, music, and cultural institutions. Some of the problems of the period—e.g., nativism vs. foreign influence and the role of arts in a democratic society—continue to be crucial issues today. The seminar will be taught by faculty members from the departments of art, music, and literature. An additional task of the seminar will be to examine the problems of interdisciplinary studies. Limited enrollment.
Open to juniors and seniors.

Mrs. Cole, Mr. O'Gorman, Mrs. Shapiro

## Extradepartmental Courses

**100 (2) Tutorial in Expository Writing**
1
An individualized tutorial in writing, taught by juniors and seniors from a variety of academic departments. Requirements for the course include completion of weekly assignments in writing and revising and occasional reading assignments; weekly conferences with a student tutor; participation in a six-hour course in reading and study skills; occasional conferences with faculty advisor. Mandatory credit/noncredit.
Open by permission of the class dean.

**104 (1)** Classical Mythology**
1
For description and prerequisite see Greek 104.

**106 (1) Introduction to Chinese Culture**
1
An examination of the philosophy, religion, literature, art, and music of China. Attention to common patterns of thought and perception underlying these facets of Chinese culture.
Open to all students.

**108 (2)** Interpretations of Man in Western Literature**
1
Representative views of the nature of man reflected in a selection of major works of European literature. The readings, chosen to emphasize the classical heritage, will include works of Vergil, Augustine, Dante, Machiavelli, Montaigne, Milton, Goethe, and Eliot.
Open to all students.

Not offered in 1976-77.

Mr. Layman

**110 (1) (2) Introduction to Automatic Computation**
1
Modeling of computational processes as sequential algorithms. Formal and informal techniques for the representation of these algorithms and their implementation on digital computers. Experience in programming and running of elementary problems, numeric and nonnumeric, on a digital computer.
Open to all students.

Mr. Ott

**114 (1) Introduction to Linguistics**
1
Designed to familiarize the student with some of the essential concepts of language description. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization. Changes in linguistic methodology over the last century will also be discussed. Open to all students.

Ms. Levitt

**201 (1)** ** **Russian Literature in Translation I**
1
For description and prerequisite see Russian 201.

**202 (2)** ** **Russian Literature in Translation II**
1
For description and prerequisite see Russian 202.

**203 (2)* ** The Psychology of Greek Drama**
1
For description and prerequisite see Greek 203.

**210 (2) Contemporary Women: An Interdisciplinary Perspective**
1
The course will draw on several disciplines to aid students in orienting their thinking about the nature of women and their actual and possible positions in modern society. Lectures by Wellesley faculty members with special expertise in biology, economics, history, philosophy, political science, psychology, and sociology will contribute insights toward a better understanding of contemporary women. In addition to weekly lectures, the course will include weekly discussion groups. Open to all students with preference given to sophomores, juniors, and seniors.

**216 (2) Mathematics for the Physical Sciences**
1
Vector calculus and introduction to tensor calculus, partial differential equations, boundary value problems; complex analysis; abstract vector spaces, Hilbert spaces; numerical methods and analysis of data. Two weekly meetings with a third meeting every other week. Not open to students who have taken Mathematics 302, 305, or 310.
Prerequisite: Mathematics 201 or 215. A prior course in physical science is recommended.

Mr. von Foerster

**218 (1) History of Science I**
1
A topical introduction to history of science through examination of changing patterns of scientific explanation and scientific activity, with particular emphasis on the sources, significance and impact of the 17th century scientific revolution. Two periods weekly with a double period every other week for laboratory-discussion.
Open only to juniors and seniors who have completed the Group C requirements and have taken a unit of either history or philosophy or Experimental 102.

Miss Webster

**219 (2) History of Science II**
1
A historical study of the nature, structure and organization of science and scientific thought with particular emphasis on episodes from physical and biological science in the 19th and 20th centuries. Two periods weekly with a double period every other week for laboratory-discussion.
Prerequisite: Extradepartmental 218.

Not offered in 1976-77.

Miss Webster

Offered in 1977-78.

**220 (1)** ** **The Modern French Novel in Translation**
1
Psychology and aesthetics in works by Flaubert, Gide, Sartre, Beckett, and Robbe-Grillet, with emphasis on Proust's *Remembrance of Things Past*.
Open to students who have not fulfilled the language requirement in French (through examinations or courses) or by permission of the instructor.

Mr. Stambolian

**221 (2)** ** **Politics and Literature in Post-War Germany**
1
Political and social influences on the literature of East and West Germany since 1945. Studies of works by Biermann, Weiss, Hochhuth, Grass, and others.
Open to sophomores, juniors, and seniors.

Not offered in 1976-77.

Miss Ward

**228 (2)* ** Latin America Literature: Fantasy and Revolution**
1
Aesthetic and sociopolitical problems in the works of contemporary Latin American writers, as seen by García Márquez, Cortázar, Paz, Donoso and Neruda. Special attention will be given to the imaginative vision of Jorge Luis Borges.
Open to all students except those who have taken Spanish 306 and 307.

Not offered in 1976-77.

Miss Lusky

**229 (2)* ** Spanish Literature in Translation**
1
Through the writings of Cervantes, Tirso de Molina, Calderón, and the author of the *Lazarillo*, four universal themes will be analyzed: idealism and reality in the figures of Don Quijote and Sancho; the myth of Don Juan in *El burlador de Sevilla*; the picaresque in *El Lazarillo de Tormes*, and free will and predestination in *La vida es sueño*. Additional readings of modern authors such as Pérez Galdós and Unamuno will provide further insight into these recurring themes.
Open to all students except those who have taken Spanish 206, 301 and 302.

Miss Lusky

**230 (2) Seminar. Introduction to Computer Science**
1
Selected topics: Advanced programming techniques, elements of formal languages, automata and computability theory.
Prerequisite: Extradepartmental 110 and permission of the instructor.

Mr. Ott

**231 (2) Interpretation and Judgment of Films**
1
Close analysis of masterpieces of film art, drawn from the work of such directors as Eisenstein, Chaplin, Keaton, Dreyer, Ophuls, Welles, Bergman, Fellini, Godard, and Antonioni. Many short written assignments. Frequent screenings in the early part of the week of the film under discussion; students are required to see each film at least twice.
Open to all students.

Mr. Garis

**235 (2) Contemporary Approaches to Dance Composition: Practice and Theory**
1
Mid-20th century developments in dance. Practice in composition and experience in critical evaluation of student work. Emphasis on aesthetic problems related to chance and indeterminism in dance. Reading by Arnheim, Cage, McLuhan, and Peckham among others.
Open to all students. Performance skills in or previous study of any art form is recommended but not required.

Ms. Trexler

**237 (2)* History and Structure of the Romance Languages**
1
Open to students of French, Italian, Spanish, and Latin, this course deals with the development of the modern Romance languages from Vulgar Latin. Primary emphasis will be placed on examining this development from a linguistic point of view, stressing general principles of historical change. Some reading and comparison of early texts in each of the languages will also be included. Offered in alternation with 238.
Prerequisite: Extradepartmental 114 or by permission of the instructor.

Ms. Levitt

**238 (2)* Linguistic Analysis of Social and Literary Expression**
1
An interdisciplinary course designed for students in the humanities and social sciences based on the application of linguistics to the analysis of language in its written and spoken forms. Emphasis on the ways literary styles are created, and levels of social expression are conveyed, by variations in the structural and semantic organization of language. Offered in alternation with 237.
Prerequisite: Extradepartmental 114 or by permission of the instructor.

Not offered in 1976-77.

Ms. Levitt

**241 (1)* ** Chinese Literature in Translation I**
1
For description and prerequisite see Chinese 241.

Not offered in 1976-77.

**242 (1)* ** Chinese Literature in Translation II**
1
For description and prerequisite see Chinese 242.

**245 (2) Films and the Novel in Italy**
**1**
An exploration of the close interrelationship between Italian cinema and fiction in the development of both social realism and experimental modes of poetic expression. Special emphasis on novels by authors such as Moravia, Pavese, Bassani, Pasolini, and analysis of films directed by De Sica, Rossellini, Fellini, Visconti, Bertolucci, Pasolini, and Cavani. Given in English. Students doing the reading and paper writing in Italian may count this course toward the major in Italian. Open to sophomores, juniors, and seniors.

Mrs. Ellerman

**250 (1) Women and Development**
**1**
Women's participation in development and its impact on their status in society in Africa, Asia, Latin America, and the Middle East. Emphasis on comparative analysis. General theories about modernization will be examined against evidence from studies of different regions, income levels, rural-urban contexts, etc. Topics will include labor force participation, social networks, political participation, and familial roles. Historical and contemporary materials to be used.
Prerequisite: One unit of relevant work in economics, history, political science or sociology/anthropology or permission of the instructor.

Ms. Elliott

**330 (1) Seminar. Comparative Literature**
**1**
Topic for 1976-77: Romance-epics of the Renaissance. Study and comparison of three masterpieces—Ariosto's *Orlando Furioso* (1516-1532), Tasso's *Jerusalem Delivered* (1575), Spenser's *The Faerie Queene* (1590-1596)—and of their cultural milieux (High Renaissance, Counter-Reformation, Elizabethan). Topics for discussion may include, for students interested in the visual arts, episodes from Ariosto and Tasso as interpreted by a long line of eminent painters.
Open to students who have taken or are taking at least one unit of foreign language beyond the college requirement and who have taken at least two units of Grade III literature. Also open by permission of the instructor to other students conversant with the art and culture of the periods represented.

Mr. Layman

**331 (2) Seminar. The Theatre Since 1945**
**1**
Comparative study of the major innovative forms of contemporary drama from the works of Beckett, Brecht, and Artaud to the most recent theatrical experiments in Europe and America. New critical approaches and playwriting encouraged.
Open by permission of the instructor to juniors and seniors.

Mr. Stambolian

**335 (1) Seminar. American Studies**
**1**
Topic for 1976-77: America as the promised land. An examination of selected texts drawn from various disciplines and historical eras which attempts to define the promise of the American experience and analyze the fulfillment or failure of that promise.
Open by permission of the instructor to American studies majors, and to other qualified students if space permits.

Mr. Auerbach

## Courses in Natural Philosophy

Throughout the past and into our own times human curiosity and human imagination have been joined in a struggle to understand something of the structure of the universe, the structure of matter, and the nature of living systems. The beliefs which have emerged from the struggle express the themes of Western civilization: its philosophy, its art, its literature, its values.

Because this quest for knowledge and understanding is not the province of any single discipline, nor simply of science, the phrase Natural Philosophy is more truly descriptive than History of Science. History of Science provides an orientation for examining the specific activities of practitioners of science and seeing the ways in which scientific ideas, methods, and theories both reflect and influence man's thought in other areas. The activities of scientists are imaginative and conceptual as well as observational and experimental, and a fuller understanding of these activities and the scientific beliefs they produce comes from examining them in the context of the social, political, economic, and intellectual milieu of their times.

Although Wellesley does not have a department or major in History of Science, there are many courses in Wellesley's curriculum, de-

partmental and extradepartmental, which could be designated Natural Philosophy. Whether they plan majors in mathematics, the social sciences, laboratory sciences, or the humanities, many students will find in a selection from these courses a congenial and satisfying framework for integrating many facets of their undergraduate education.

**Chemistry 102 (2)**
Contemporary Problems in Chemistry II

**Chemistry 306 (1)**
Seminar. Chemistry and the Nobel Prizes

**Experimental 102 (2)**
Science and Reality

**Experimental 112 (2)**
Evolution: Change Through Time

**Extradepartmental 218 (1)**
History of Science I

**Extradepartmental 219 (2)**
History of Science II

**History 235 (2)**
Medieval and Early Modern Intellectual History

**History 236 (1)**
Modern European Intellectual History

**Philosophy 200 (1) (2)**
Modern Sources of Contemporary Philosophy

**Philosophy 217 (2)**
Philosophy of Science

**Philosophy 220 (1)**
History of Modern Philosophy from the Renaissance to Kant

**Philosophy 221 (2)**
History of Modern Philosophy from Kant to the Early Twentieth Century

**Philosophy 327 (2)**
Seminar. Ideas of Progress

**Physics 101 (2)**
Physics in Perspective

**Physics 102 (2)***
Physics of Perception and Aesthetics

**Physics 103 (2)***
Energy

**Physics 249 (1)***
Selected Topics

**Psychology 325 (2)**
History of Psychology

**Religion 107 (1) (2)**
Crises of Belief in Modern Religion

# Interdepartmental Majors

The College offers five established interdepartmental major programs: classical civilization, classical and Near Eastern archaeology, East Asian studies, medieval/renaissance studies, and molecular biology. In addition, a student may design an individual major. All interdepartmental and individual majors must include at least four units of work in one department above the Grade I level, and at least two Grade III units. Some representative individual majors and courses available for them are included in this section.

## Classical Civilization

Director: Lefkowitz

Students who wish a classical civilization major can plan with the Departments of Greek and Latin an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units in the original language. Basic knowledge of French or German is recommended.

The selections listed below are available for majors in classical civilization.

Greek: All courses in the original. Latin: All courses in the original.

**Art 100 (1-2)**
Introductory Course

**Art 200 (1)***
Classical Art

**Art 334 (2)***
Seminar. Problems in Archaeological Method and Theory

**Greek 104 (1)**
Classical Mythology

**Greek 203 (2)***
The Psychology of Greek Drama

**Greek 249 (2)***
Selected Topics

**History 150 (2) c**
Ruler as God in Antiquity

**History 230 (1)***
History of Greece

**Latin 328 (2)**
Problems in Ancient History and Historiography

**Philosophy 101 (1) (2)**
Plato's Dialogues as an Introduction to Philosophy

**Philosophy 311 (2)**
Aristotle

**Religion and Biblical Studies 104 (1) (2)**
The Hebrew Scriptures

**Religion and Biblical Studies 105 (1) (2)**
The Person and Message of Jesus

**Religion and Biblical Studies 204 (1)***
Christian Beginnings in the Hellenistic World

**Religion and Biblical Studies 207 (2)**
New Testament Greek

**Religion and Biblical Studies 307 (2)***
Seminar. The New Testament

## Classical and Near Eastern Archaeology

Director: Marvin

The purpose of a major in classical and Near Eastern archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

Students who major in archaeology may choose Greece, Rome, or the ancient Near East as a principal area of interest. Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin, and an advanced knowledge of the literature of that country (Greece or Rome) which is their special area of concern. Students who concentrate on the ancient Near East must have knowledge of one ancient Near Eastern language and have taken Sociology 242 which details the emergence of early urban societies.

The program for each student will be planned individually from courses in the departments of art, Greek, history, Latin, philosophy, religion and biblical studies, and sociology and anthropology, as well as from the architecture and anthropology programs at MIT. Certain courses in statistical methods and geology are also very useful. The introductory course in archaeology (Sociology 106) or equivalent and the course on the development of archaeological theory (Sociology 341) are required for all archaeology majors, regardless of area specialty.

Students should plan for at least one summer of excavation and travel, and are expected to complete units of independent study as well as regular course offerings.

Because the requirements for this major are somewhat complex, students are urged to declare an interest early so that a comfortable program can be devised for each student.

## East Asian Studies

Directors: Clapp, Lin

Students interested in graduate work and a career in Chinese studies should take extensive Chinese language work; students interested in a broader range of courses on Asia may take a minimum of Chinese language work or none.

The following courses are available for majors in East Asian studies:

**Art 248 (2)**
Chinese Art

**Art 249 (1)**
Far Eastern Art

**Art 337 (2)***
Seminar. Chinese Art

**Chinese 101 (1-2)**
Elementary Spoken Chinese

**Chinese 102 (1-2)**
Basic Chinese Reading and Writing

**Chinese 201 (1-2)**
Intermediate Chinese Reading

**Chinese 202 (1-2)**
Intermediate Conversational Chinese

**Chinese 241 (1)***
Chinese Literature in Translation I

**Chinese 242 (1)***
Chinese Literature in Translation II

**Chinese 252 (1)**
Readings in Modern Style Writings

**Chinese 300 (2)**
Readings in Contemporary Chinese Literature

**Chinese 301 (2)**
Readings in Expository Writings of Revolutionary China, before and after 1949

**Chinese 310 (1) (2)**
Introduction to Literary Chinese

**Chinese 311 (2)**
Readings in Elementary Classical Chinese

**Chinese 316 (1)**
Chinese Literature in the Twentieth Century

**Extradepartmental 106 (1)**
Introduction to Chinese Culture

**History 271 (1)**
Japanese History

**History 275 (1)**
Premodern Chinese History

**History 276 (2)**
Modern Chinese History

**History 345 (1)**
Seminar. Chinese History I

**History 346 (2)**
Seminar. Chinese History II

**Political Science 300 (2)**
Politics of East Asia

**Religion and Biblical Studies 108 (1)**
Sacred Writings of the East

**Religion and Biblical Studies 253 (2)**
Buddhism in China and Japan

**Religion and Biblical Studies 254 (1)**
Chinese Religions

## Medieval/Renaissance Studies

Directors: Cox, Fergusson

The major in medieval/renaissance studies enables students to explore the infinite richness and variety of western civilization from later Greco-Roman times to the Age of the Renaissance and Reformation, as reflected in art, history, music, literature, and language.

Numerous opportunities for study abroad exist for those who wish to broaden their experience and supplement research skills through direct contact with European and Mediterranean culture. Majors who are contemplating postgraduate academic or professional careers should consult faculty advisors, who will assist them in planning a sequence of courses that will provide them with a sound background in the linguistic and critical techniques essential to further work in their chosen fields. Individual interests and needs can be accommodated through independent study projects carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work. English 321 is the seminar recommended for majors in medieval/renaissance studies in 1976-77. Among the courses available for majors and prospective majors are:

**Art 202 (2)**
Medieval Sculpture and Painting

**Art 203 (1)**
Cathedrals and Castles of the High Middle Ages

**Art 215 (1)**
European Art to the Renaissance

**Art 251 (2)**
Italian Renaissance Art

**Art 254 (2)***
Art of the City: Medieval, Renaissance and Baroque

**Art 302 (1)***
Italian Painting: The Fourteenth and Fifteenth Centuries

**Art 304 (1)***
Late Medieval and Renaissance Sculpture

**Art 308 (2)***
Renaissance and Baroque Architecture

**Art 311 (2)***
Painting of Northern Europe

**Art 330 (2)***
Seminar. Italian Art

**Art 332 (2)***
Seminar. The Arts in England in the Thirteenth Century

**English 215 (1) (2)**
Shakespeare

**English 220 (1)**
Chaucer I

**English 221 (2)**
Chaucer II

**English 233 (2)***
English Renaissance Tragedy in Perspective

**English 305 (1)**
Advanced Studies in Shakespeare I

**English 306 (2)**
Advanced Studies in Shakespeare II

**English 308 (2)***
The Middle Ages and Renaissance in England

**English 312 (1)**
The English Language

**English 321 (1)**
Seminar. The Arthurian Legends

**Extradepartmental 108 (2)**
Interpretations of Man in Western Literature

**Extradepartmental 229 (2)***
Spanish Literature in Translation

**Extradepartmental 330 (1)**
Seminar. Comparative Literature

**French 212 (1)**
Medieval French Literature I

**French 300 (2)**
French Literature in the Sixteenth Century

**French 312 (1)**
Medieval French Literature II

**History 100 (1) (2)**
Medieval and Early Modern European History

**History 150 (2) c**
Ruler as God in Antiquity

**History 230 (1)***
History of Greece

**History 231 (1)***
History of Rome

**History 232 (2)**
Medieval Civilization, 1000 to 1300

**History 233 (1)**
The Renaissance and Reformation Movements, 1300 to 1600

**History 235 (2)**
Medieval and Early Modern Intellectual History

**History 238 (1)**
History of England to 1500

**History 239 (2)**
History of England, 1500 to 1700

**History 330 (2)**
Seminar. Medieval/Early Modern Europe

**History 333 (1)**
Seminar. European Intellectual History

**Italian 207 (2)**
Significant Moments of the Italian Literature of the Middle Ages and the Renaissance

**Italian 301 (1-2)**
Dante

**Latin 207 (2)**
Medieval Latin

**Latin 328 (2)**
Problems in Ancient History and Historiography

**Music 303 (2)**
The Middle Ages and the Renaissance

**Political Science 240 (1)***
Classical and Medieval Political Theory

**Religion and Biblical Studies 216 (1)***
Classical Theology

**Spanish 206 (1)**
Landmarks of Spanish Literature I

**Spanish 302 (2)***
Cervantes

## Molecular Biology

Director: Levy

The departments of biological sciences and chemistry offer an interdepartmental major in molecular biology which gives opportunity for advanced study of the chemistry of biological systems.

In addition to two units of biochemistry (221 or [324] and 326 or [325]), the area of concentration consists of four units of chemistry (100 or 103 or [107], 104 or [106], [201] or 211, and [203] or 231); five units of biology (100, 101, 200 or 206, 205, and one Grade III unit with a scheduled laboratory, excluding 350 or 370); Physics 104, 105, or 110; and Mathematics [111], 116, or the equivalent.

## Individual Majors

Students who are interested in interdisciplinary work may design an individual major, in consultation with two faculty advisors. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. In setting up guidelines for the individual major, the committee hopes to extend the possibility for a major which crosses traditional departmental lines to those students who could most benefit from such a major and to assure suitable guidance to the student in selecting appropriate courses for the major. The program for the individual major should include four units in one department above the Grade I level, and two Grade III units.

The majors and suggested courses listed below are representative of the more established programs:

### American Studies
Director: Auerbach

American studies is a highly flexible, interdisciplinary program designed to illuminate varieties of the American experience. A wide selection of courses in different departments within the College may be taken for credit in the major. This flexibility enables students to develop individual programs of study. Students are encouraged to integrate diverse elements of American experience by working closely with their advisors and by taking courses which focus on what is enduring and characteristic in American culture.

There are no required courses. Among the courses which have been designed to assist students in developing their own ideas about characteristic themes in American culture is Extradepartmental 335, America as the Promised Land.

The following is a partial list of other courses available that may be included in an American studies major:

**Art 226 (1)**
History of Afro-American Art

**Art 231 (1)**
American Art from Colonial Times to the Civil War

**Art 232 (2)**
American Art from the Civil War to the Foundation of the New York School

**Black Studies 206 (1-2)**
Afro-American History

**Black Studies 220 (1)***
The Black Religious Experience in America

**Black Studies 230 (1-2)**
The Black Woman in American Society

**Economics 204 (1)***
American Economic History

**Economics 230 (1)***
Labor Economics

**Economics 305 (2)***
Industrial Organization

**English 150 (1) a**
Literary Boston

**English 223 (1)**
American Literature I

**English 224 (2)**
American Literature II

**English 225 (1) (2)**
American Literature III

**English 228 (2)**
Black Literature in America

**History 250 (1)**
The First Frontier

**History 251 (2)**
The United States in the Eighteenth Century

**History 252 (1)**
The United States in the Nineteenth Century

**History 253 (2)**
The United States in the Twentieth Century

**Political Science 210 (1) (2)**
Voters, Parties and Elections

**Political Science 310 (2)**
Political Decision-Making in the United States

**Political Science 332 (1)**
The Supreme Court in American Politics

**Political Science 340 (1)***
American Political Thought

**Religion 218 (1)**
Religion in America

**Sociology 103 (1)**
American Society

**Sociology 210 (2)**
Racial and Ethnic Minorities

**Sociology 349 (2)**
Seminar. Strategies of Social Change in Contemporary America

**Language Studies**
The following courses are available in language studies:

**English 312 (1)**
The English Language

**Extradepartmental 114 (1)**
Introduction to Linguistics

**Extradepartmental 237 (2)***
History and Structure of the Romance Languages

**Extradepartmental 238 (2)***
Linguistic Analysis of Social and Literary Expression

**French 308 (1)**
Studies in Language IIa

**French 309 (2)**
Studies in Language IIb

**Philosophy 204 (2)**
Philosophy of Language

**Psychology 216 (1)**
Psycholinguistics

**Psychology 318 (2)**
Seminar. The Psychology of Language

**Russian 249 (2)***
Language

**Theatre Studies**
Director: Barstow

The individual major in theatre studies offers opportunity for study of the theatre through its history, literature, criticism, and related arts and through the disciplines of its practitioners: playwrights, directors, designers, actors, and producers.

The student's program in the major may be adapted to individual interests. Focus may be on the theatre and a national dramatic literature, on the theatre and related arts, or, within the general demands of the curriculum, a variety of emphases may be evolved, including work in such areas as philosophy, history, psychology, sociology, and religion.

At least four units above Grade I normally should be elected in a literature department (English, French, German, Greek and Latin, Italian, Russian, or Spanish), with emphasis on dramatic literature. At least two units above Grade I normally should be elected in art or music. Two of the six units thus specified (or their equivalents) must be Grade III.

Students electing to design a major in theatre studies normally will take at least one resident semester of concentrated work in the discipline either with the National Theatre Institute at the Eugene O'Neill Theatre Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley.

Since developments in the theatre arts are the results of stage experiments and because the theatre performance is an expression of theatre scholarship, it is expected that theatre studies majors will elect to complement formal study of theatre history and theory with practical experience in the extracurricular production program of the Wellesley College Theatre.

In addition to the offerings of the theatre studies department, the following courses are specifically relevant to the individual major in theatre studies:

**English 212 (1) (2)**
Modern Drama

**English 215 (1) (2)**
Shakespeare

**English 233 (2)***
English Renaissance Tragedy in Perspective

**English 305 (1)**
Advanced Studies in Shakespeare I

**English 306 (2)**
Advanced Studies in Shakespeare II

**Extradepartmental 235 (2)**
Contemporary Approaches to Dance Composition: Practice and Theory

**Extradepartmental 331 (2)**
Seminar. The Theatre Since 1945

**French 213 (1) (2)**
French Drama in the Twentieth Century

**Greek 302 (2)***
Aeschylus and Sophocles

**Greek 304 (2)***
Euripides

**History 236 (1)**
Modern European Intellectual History

**Italian 302 (1)***
The Theatre in Italy

**Music 200 (1) (2)**
Design in Music

**Music 307 (2)**
The Opera

**Philosophy 203 (1) (2)**
Philosophy of Art

The following courses are specifically relevant to the individual design major in theatre studies:

**Art 100 (1-2)**
Introductory Courses

**Art 105 (1) (2)**
Introductory Drawing

**Art 108 (1) (2)**
Introductory Photography

**Art 209 (2)**
Design I

**Art 210 (1)**
Design II: Color

Majors taking Design for the Theatre (206) are encouraged to take Art 100 and one or more of the following, before taking 206: Art 105, 108, 209, 210.

## Urban Studies

An individual major in urban studies may be designed by students in consultation with two faculty advisors, each representing different departments. These programs are subject to the approval of the Committee on Curriculum and Instruction. Normally, a program should include 4 units in one department above the Grade I level. Moreover, at least 2 units must be at the advanced (Grade III) level. This concentration is to provide majors with a sound disciplinary background and to equip them for further academic or professional work. Such concentration usually occurs within the Departments of Art, Black Studies, Economics, History, Political Science, Psychology, or Sociology. The interdisciplinary approach based on particular student interests may emphasize urban problem-solving and public administration, urban design, urban education, or the urban environment. An understanding of the processes which create and sustain urban systems should be at the core of an urban studies major.

Students should note carefully the course prerequisites set by each department. It is also strongly recommended that majors elect basic methodology courses in their field of concentration (e.g., Sociology 201, 202 sequence; Political Science 249, etc.). This focus will provide techniques and tools of analysis pertinent to a disciplined perspective on urban processes and/or policy. Students are also encouraged to apply for experientially based programs such as the Urban Politics Summer Internship, the Sociology Internship Seminar on Organizations, or programs sponsored by the Career Services Office and Office of the Dean of Academic Programs. Additional opportunities for courses and field work are available through MIT cross-registration.

These and other elements majors may draw upon and contribute to are described in greater detail in the Urban Studies Handbook.

The following courses are available for majors in urban studies:

**Art 254 (2)***
Art of the City: Medieval, Renaissance, and Baroque

**Biological Sciences 307 (1)**
Topics in Ecology

**Black Studies 105 (2)**
Introduction to the Black Experience

**Black Studies 150 (1) a (2) a**
The Internationalization of Black Power

**Black Studies 206 (2)**
Afro-American History Since 1865

**Black Studies 240 (1-2)**
Inner-City Community Development

**Economics 225 (1)**
Urban Economics

**Economics 249 (2)**
Seminar. The Economics of Environmental Disruption

**Education 216 (2)**
Education, Society and Social Policy

**History 252 (1)**
The United States in the Nineteenth Century

**History 253 (2)**
The United States in the Twentieth Century

**History 254 (1)**
United States Urban History

**History 336 (2)**
Seminar. American Urban History

**Political Science 212 (2)**
Urban Politics

**Political Science 315 (2)**
Bureaucratic Behavior and Policy Analysis

**Political Science 333 (2)**
Seminar. Law and Social Change

**Psychology 313 (2)**
Seminar. Group Psychology

**Psychology 340 (2)**
Social Psychology and Industrial Society

**Sociology 209 (1)**
Social Stratification and Power

**Sociology 210 (2)**
Racial and Ethnic Minorities

**Sociology 220 (2)**
The Metropolitan Community

**Sociology 242 (2)***
The Emergence of Early Urban Societies

**Sociology 320 (2)**
Urban Poverty

**Sociology 329 (1) (2)**
Seminar. Human Service Organizations

## Women's Studies

The following courses are available in women's studies. Other courses are available each semester through cross-registration with MIT.

**Black Studies 230 (1-2)**
The Black Woman in American Society

**Black Studies 312 (2)**
Seminar. Black Sociology

**Education 208 (2)**
Growing Up Female

**English 150 (2) c**
Women Writers

**Extradepartmental 210 (2)**
Contemporary Women: An Interdisciplinary Perspective

**French 319 (1)**
Women and Literary Expression

**History 255 (2)**
Women in American History

**History 342 (2)**
Seminar. African History

**Psychology 301 (2)**
Seminar. Sex-typing in Childhood Socialization

**Psychology 303 (1) (2)**
The Psychological Implications of Being Female

**Psychology 328 (1) (2)**
Seminar. The Child, the Family, and Family Treatment

**Psychology 349 (2)**
Child Development and Social Policy

**Religion and Biblical Studies 208 (1)**
Ethics

**Russian 320 (2)***
Seminar. Two Russian Poets

**Sociology 211 (2)**
Family and Society

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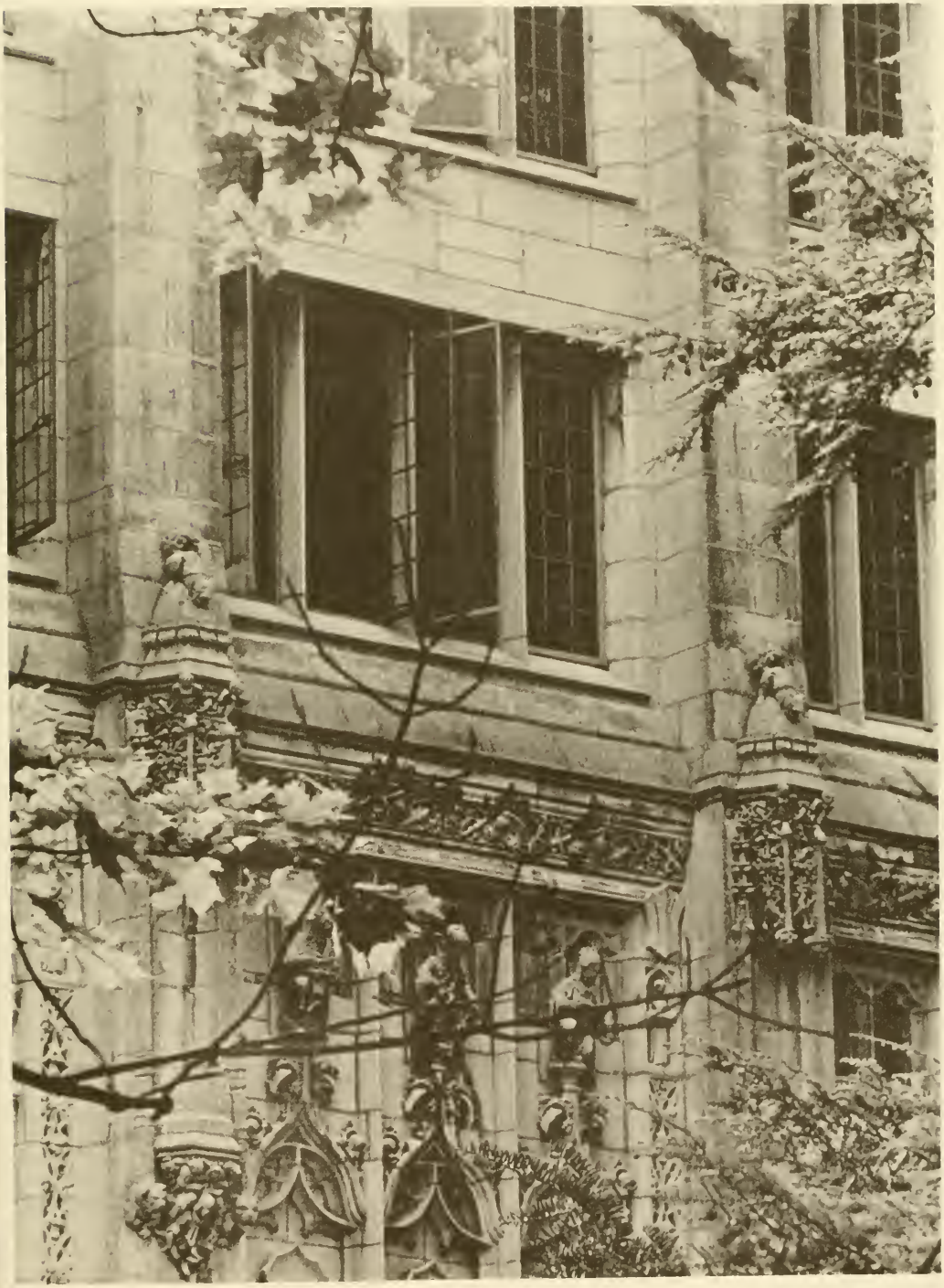

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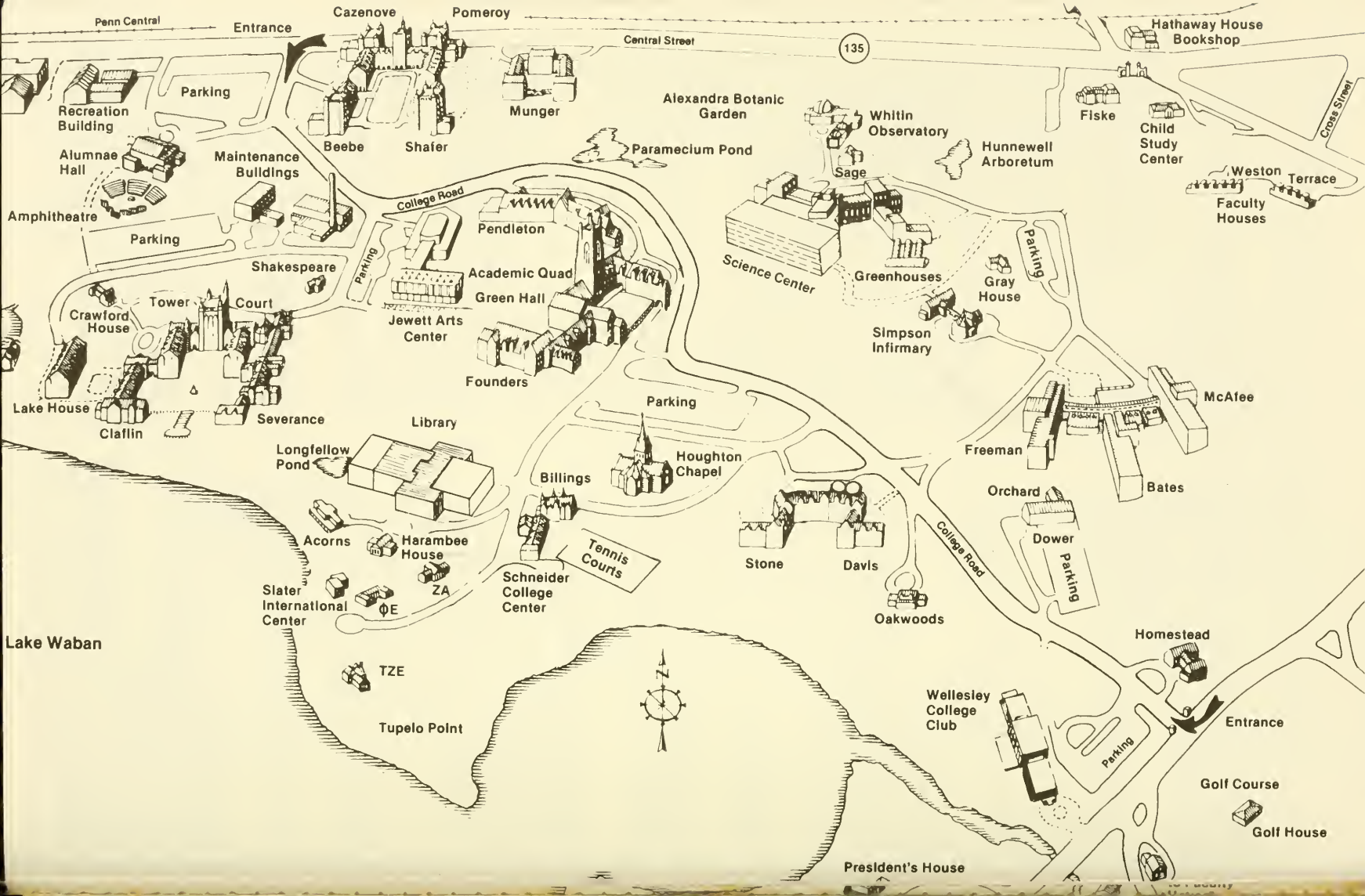
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Entrance
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Pomeroy
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Recreation Building
Parking
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Shafer
Munger
Alexandra Botanic Garden
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Fiske
Child Study Center
Cross Street
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Paramecium Pond
Sage
Hunnewell Arboretum
Weston Terrace
Faculty Houses
Amphitheatre
Parking
College Road
Pendleton
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Shakespeare
Academic Quad
Green Hall
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Science Center
Greenhouses
Gray House
Parking
Crawford House
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Simpson Infirmary
Founders
Lake House
Claflin
Severance
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Parking
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Billings
Freeman
Bates
Orchard
Acorns
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Dower
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Oakwoods
Lake Waban
Homestead
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Entrance
Parking
Tupelo Point
Golf Course
Golf House
President's House